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Formative evaluation of the Curriculum for Wales: survey of senior leaders and practitioners

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Formative evaluation of the Curriculum for Wales: survey of senior leaders and practitioners

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Views expressed in this report are those of the researcher and not necessarily
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Glossary

ALN

Additional Learning Needs

Area or AoLE

Area of learning and experience

CFA

Confirmatory Factor Analysis

CFI

Comparative fit index

CfW

Curriculum for Wales

(e)FSM

(Eligible for) free school meals

FA

Factor analysis

FE

Further Education

HE

Higher Education

IDP

Individual Development Plan

MAT learners

More able and talented learners

Other staff

Respondents who said they were not part of the senior leadership team at their school or PRU and who also said did not have teaching responsibilities or assist with teaching.

PLASC

Pupil-level Annual School Census

PRU

Pupil referral unit

QTS

Qualified Teacher Status

RMSEA

Root mean squared error of approximation

SEM

Structural equation modelling

SLs (and Non-SLs)

Senior leaders/Non-senior leaders

SLT member/respondent and Non-SLT member

Senior leadership team member and non-senior leadership team member

SRMR

Standardised root mean square residual

SWAC

School Workforce Annual Census

Teaching senior leader (and Non-teaching senior leader)

Senior leaders in schools or PRUs who said they had (or did not have) teaching responsibilities or assisted with teaching

Teacher

Practitioners who are not senior leaders (including those who reported their main role was “teacher”, “middle leader”, “learning support worker” or “other” and also reported they were not members of the senior leadership team). In part B of this report, for brevity, the term “teachers” is used to describe non-senior leaders. However, the term “non-senior leaders” is also used as a term in the sub-group analysis throughout the report to avoid confusion with those who reported their main role as “teacher”.

ToC

Theory of change

TLI

Tucker-Lewis index

1.Executive Summary

Background and methodology

The Welsh Government commissioned Arad Research to lead a formative evaluation of the Curriculum for Wales (CfW), working alongside Cardiff Metropolitan University, Bangor University, the Open University in Wales, the University of Stirling, the University of Auckland and AlphaPlus Consultancy. All formative evaluation reports published to date can be accessed [on the CfW formative evaluation web page](#).

This report presents the findings of a survey of senior leaders and practitioners led by Arad Research, AlphaPlus Consultancy and the University of Auckland. The survey was carried out between September and December 2024. A total of 925 senior leaders and practitioners completed the survey.

Methodology

The survey questionnaire was informed by the theory of change (ToC) for the curriculum and assessment reforms as presented in the [scoping study](#) and tested with a sample of senior leaders and practitioners.

A stratified quota sampling approach was used in the survey, an approach which seeks to match the proportions of respondents with certain characteristics (like sector and region) to the proportions in the population. Welsh Government data was used to develop sampling frameworks for senior leaders and practitioners.

The survey was open between 30th September and 22nd December 2024 and hosted on the Smart Survey platform. The survey was distributed via email invitations to headteachers in all schools using publicly available addresses. The survey was also promoted via *Dysg*, *Hwb*, local authorities, the Education Workforce Council, and a CfW practitioner-led Facebook page, and Welsh Government practitioner events.

Of the 925 responses included in the analysis, 451 were senior leaders (i.e. they stated they were a member of the senior leadership team at their school), 444 were teachers (including middle leaders not on the senior leadership team and learning support workers), and 30 had other roles. Findings are based on weighted results (i.e. what the results would look like if they were adjusted to be based on a nationally representative sample). Sub-sample analysis was conducted to check whether there were differences in responses between different respondent groups (e.g. primary and secondary).

Methodological limitations

In analysing the findings presented in this report, it is important to bear in mind the risk of selection bias among the sample of respondents. Practitioners opting to participate may have been those that were more confident in their realisation of CfW or, alternatively, those motivated to highlight concerns. The evaluation sought to mitigate these risks by distributing targeted reminders to complete the survey to schools with specific characteristics that were less well represented in the sample. Furthermore, the approach to weighting the sample sought to mitigate any under-representation.

Main findings

A summary of findings according to survey themes is presented below. In most questions, survey respondents were asked to what extent they agreed with a series of statements about various aspects of curriculum change. Response options for each question ranged from “strongly agree” to “strongly disagree”, unless otherwise stated.

Themes where the majority of senior leaders and teachers expressed positive views

Knowledge about curriculum change

Overall, both senior leaders and teachers expressed confidence in their knowledge about curriculum change. For senior leaders, the vast majority^[Footnote 1] agreed with statements about their knowledge of CfW, while for teachers the majority agreed with most statements, though fewer were clear on the reasons for reform:

- could explain to others the main elements of CfW (92% of senior leaders and 68% of teachers agreed)
- understood their role in implementing CfW (91% of senior leaders and 76% of teachers agreed)
- were clear what had changed in CfW compared to the previous curriculum (85% of senior leaders and 70% of teachers agreed)
- were clear on the reasons for reforming the curriculum (78% senior leaders and 47% of teachers agreed)

Understanding of curriculum change

[1] Based on descriptors used for reporting on percentages. The thresholds are 85% - vast majority; 59-84% - majority; 42-58% - around half; 15-41% - minority; below 15% - small minority

Both senior leaders and teachers largely agreed that they understood curriculum change in terms of:

- how they should change their practice in response to CfW (86% of senior leaders and 69% of teachers agreed)
- what their school was required to do to design their own curriculum in accordance with CfW (83% of senior leaders and 64% of teachers agreed)

Around half of senior leaders and teachers indicated that they understood what their school was required to do to plan their own assessment arrangements in accordance with CfW. (57% of senior leaders and 49% of teachers agreed).

Wellbeing and working environment

Both senior leaders and teachers largely had a positive outlook in relation to their wellbeing and working environment, indicating that:

- their school was a good place to work (93% of senior leaders and 78% of teachers agreed)
- they were satisfied with their job (77% of senior leaders and 70% of teachers agreed)
- their work as an educator was meaningful (90% of senior leaders and 82% of teachers agreed)
- their relationships with learners were rewarding to them (98% of senior leaders and 94% of teachers agreed)
- their relationships with colleagues were supportive (94% of senior leaders and 86% of teachers agreed)
- they could be themselves with colleagues at work (84% of senior leaders and 77% of teachers agreed)

However, around half of both senior leaders and teachers disagreed or strongly disagreed that they were satisfied with their work life balance (56% of senior leaders and 42% of teachers disagreed).

Curriculum leadership efficacy (senior leaders only)

Senior leaders only were asked how confident they felt in relation to a series of aspects of curriculum leadership efficacy. Response options ranged from “not at all confident” to

“extremely confident”. The majority of senior leaders felt confident as a leader in their ability to:

- influence others' commitment to curriculum change (68% very or extremely confident)
- develop others' understanding of how to respond to CfW (63% very or extremely confident)
- support others to develop their teaching and learning (78% very or extremely confident)
- find solutions to challenges in curriculum design and implementation (58% very or extremely confident)
- lead curriculum discussions that support curriculum improvement (66% very or extremely confident)
- ensure a strategic approach so that curriculum aspirations are met (62% very or extremely confident)
- improve curriculum practices based on robust evaluation (62% very or extremely confident)

Senior leaders were less confident about their ability to connect people to collaborate on curriculum and assessment design, with around half (54%) being very or extremely confident.

Collaboration on curriculum design

Survey respondents were asked to what extent there had been collaboration with different groups on curriculum design at their school. Response options ranged from “No collaboration” to “A great deal of collaboration”.

The vast majority of senior leaders indicated there had been some or a great deal of collaboration between teachers (98%) as well as with learners (99%), parents/carers (94%) and governors (93%). The majority of teachers also indicated there had been some or a great deal of collaboration between teachers (92%) as well as with learners (80%) and governors (64%), with around half of teachers indicating there had been “some” or “a great deal” of collaboration with parents/carers (58%).

In terms of the nature of collaboration, the vast majority of senior leaders, and a majority of teachers, agreed that:

- teachers were actively involved in maintaining high expectations to increase learner achievement (93% of senior leaders and 86% of teachers agreed)
- leaders at their school considered advice from teachers when making decisions (90% of senior leaders and 65% of teachers agreed)
- teachers were consistently involved in discussion/decisions about pedagogy (88% of senior leaders and 66% of teachers agreed)
- opportunities were provided for teachers to initiate change (88% of senior leaders and 65% of teachers agreed)
- leadership was nurtured and distributed among teachers (87% of senior leaders and 62% of teachers agreed)
- teachers assumed shared responsibility and accountability for learner progress (86% of senior leaders and 76% of teachers agreed)

Shared understanding of aspects of CfW

Senior leaders and teachers largely agreed that there was a shared understanding of learner progression at their school (80% of senior leaders and 76% of teachers agreed) and what it meant to have an inclusive curriculum in their school (87% of senior leaders and 80% of teachers agreed) as well as how their curriculum supported learners to develop in the ways described in the four purposes (84% of senior leaders and 73% of teachers agreed).

Aspects of CfW in practice

Both senior leaders and teachers largely agreed that the aspects of CfW explored in the survey were reflected in their practice (or in the practice of teachers at their school) and that practices were supporting the skills integral to the four purposes.

The majority of both senior leaders and teachers agreed that their teaching practice (or teaching practice at their school for non-teaching senior leaders), reflected:^[Footnote 2]

- the four purposes (88% of teaching senior leaders, 89% non-teaching senior leaders and 72% of teachers agreed)

[2] “Teaching senior leaders” were those who reported they had teaching responsibilities or assisted with teaching while “Non-teaching senior leaders” were those who reported that they did not.

- the statements of what matters (86% of teaching senior leaders, 89% of non-teaching senior leaders and 72% of teachers agreed)
- the principles of progression (74% of teaching senior leaders, 71% of non-teaching senior leaders and 63% of teachers agreed)
- the descriptions of learning (82% of teaching senior leaders, 85% of non-teaching senior leaders and 72% of teachers agreed).

The majority of senior leaders (teaching 81%, non-teaching, 79%) and around half of teachers (58%) agreed that their teaching practice reflected the 12 pedagogical principles.

The majority of both senior leaders and teachers were confident their teaching practice, or that of teachers at their school, supported learners in developing each of the skills integral to the four purposes:

- Creativity and innovation (84% of teaching senior leaders, 85% of non-teaching senior leaders and 75% of teachers agreed)
- Critical thinking and problem-solving (85% of teaching senior leaders, 89% of non-teaching senior leaders and 76% of teachers agreed)
- Personal effectiveness (81% of teaching senior leaders, 80% of non-teaching senior leaders and 74% of teachers agreed)
- Planning and organising (78% of teaching senior leaders, 75% of non-teaching senior leaders and 71% of teachers agreed).

The majority of both senior leaders and teachers agreed that their school's curriculum was being implemented in a way that supported progression in each of the areas of learning and experience:

- Expressive arts (75% of senior leaders and 68% of teachers agreed)
- Health and well-being (88% of senior leaders and 78% of teachers agreed)
- Humanities (83% of senior leaders and 69% of teachers agreed)
- Languages, literacy and communication (94% of senior leaders and 81% of teachers agreed)
- Mathematics and numeracy (94% of senior leaders and 80% of teachers agreed)
- Science and technology (80% of senior leaders and 70% of teachers agreed).

The majority of both senior leaders and teachers agreed that their school's curriculum was being implemented in a way that supported progression in:

- English (91% of senior leaders and 76% of teachers agreed)
- Religion, values and ethics (RVE) (69% of senior leaders and 60% of teachers agreed),
- Welsh (85% of senior leaders and 70% of teachers agreed),
- Digital competence (85% of senior leaders and 72% of teachers agreed)
- Literacy (94% of senior leaders and 84% of teachers agreed)
- Numeracy (92% of senior leaders and 80% of teachers agreed)
- Diversity (77% of senior leaders and 68% of teachers agreed)
- Human rights education (74% of senior leaders and 66% of teachers agreed)
- Local, national and international contexts (79% of senior leaders and 60% of teachers agreed)
- Relationships and Sexuality Education (RSE) (79% of senior leaders and 60% of teachers agreed).

Around half of senior leaders (43%) and a minority of teachers (36%) agreed that their school's curriculum was being implemented in a way that supports progression in Careers and work-related experiences.

Pedagogical practice

The vast majority of both senior leaders and teachers indicated that they were confident that their teaching practice, or that of teachers at their school:

- built on prior knowledge and experience (senior leaders (98% teaching, 96% non-teaching) were confident and 94% of teachers were confident)
- supported positive relationships (senior leaders (97% teaching, 99% non-teaching) were confident and 89% of teachers were confident)
- employed a blend of approaches (senior leaders (96% teaching, 93% non-teaching) were confident and 92% of teachers were confident)

- engaged learner interest (senior leaders (96% teaching and 97% non-teaching) were confident and 90% of teachers were confident)
- supported social and emotional development (senior leaders (96% teaching and 98% non-teaching) were confident and 84% of teachers were confident)
- included all learners (senior leaders 96%-teaching and 97% non-teaching) were confident and 88% of teachers were confident)
- encouraged sustained effort from learners (senior leaders, 95% teaching and 98% non-teaching were confident and 89% of teachers were confident)
- encouraged collaboration (95% of senior leaders (teaching and non-teaching) and 89% of teachers were confident)

The vast majority of senior leaders and the majority of teachers agreed that they were confident their teaching practice encouraged learners to make connections within and across areas of learning and experience (89% of teaching senior leaders, 86% of non-teaching senior leaders and 81% of teachers), used assessment for learning principles (92% of teaching senior leaders, 91% of non-teaching senior leaders and 84% of teachers) and encouraged learners to take responsibility for their learning (92% of both teaching and non-teaching senior leaders and 80% of teachers).

Progression and assessment

The majority of senior leaders and teachers were confident that their assessment practices, or the assessment practices of teachers at their school:

- provided meaningful and constructive feedback to learners (senior leaders (86% teaching, 76% non-teaching) agreed and 81% of teachers agreed)
- embedded assessment within learning and teaching (senior leaders (86% teaching, 82% non-teaching) agreed and 76% of teachers agreed)
- supported the progression of each individual learner (senior leaders (83% teaching, 85% non-teaching) agreed and 73% of teachers agreed)
- supported learners to be active participants in the learning process (senior leaders (83% teaching, 84% non-teaching) agreed and 69% of teachers agreed)
- builds a picture of learners' development (senior leaders (80% teaching, 84% non-teaching) and 69% of teachers agreed)

- used a wide range of approaches to assessment (senior leaders (80% teaching, 79% non-teaching) agreed and 67% of teachers agreed)
- reflected the shared understanding of progression (senior leaders (78% teaching, 75% non-teaching) agreed and 67% of teachers agreed)
- helped parents/carers understand their child's progression (senior leaders (74% teaching, 78% non-teaching) agreed and 60% of teachers agreed)

Enabling learning

The majority of senior leaders and teachers expressed confidence in practices relating to enabling learning, specifically in their ability, or that of teachers at their school, to:

- notice, analyse and respond to learners' individual needs to support progress (89% of senior leaders and 86% of teachers expressed confidence)
- use developmentally appropriate practice to support learners' progress (88% of senior leaders and 88% of teachers expressed confidence)
- provide developmentally appropriate learning experiences to support learners' progress (88% of senior leaders and 87% of teachers expressed confidence)
- make the best use of indoor spaces available for teaching and learning (83% of senior leaders and 72% of teachers expressed confidence)

The majority of senior leaders (67%) and around half of teachers (56%) indicated they were confident using the outdoor environment as part of their teaching and learning practice.

Professional enquiry

The majority of senior leaders (75%) and around half of teachers (47%) had been involved in professional enquiry and the majority indicated that this was encouraged in their school either quite a lot or a great deal (71% of both senior leaders and teachers).

Senior leaders and teachers who had been involved in professional enquiry largely agreed that it:

- involved collaboration (88% of senior leaders and 82% of teachers agreed)
- used insights from relevant research (85% of senior leaders and 69% of teachers agreed)

- explored the causes of problems they faced in their practice (74% of senior leaders and 66% of teachers agreed)
- led to meaningful improvements in practice (83% of senior leaders and 63% of teachers agreed)
- supported investigation into the suitability of pedagogy for specific contexts and learners (81% of senior leaders and 73% of teachers agreed)

Themes where the majority of senior leaders expressed positive views but where the views of teachers were more mixed

Commitment to curriculum change

Senior leaders and teachers presented a mixed picture in terms of their commitment to curriculum change, with teachers indicating lower levels of commitment than senior leaders. The vast majority of both senior leaders and teachers indicated they were willing to make changes to their professional practice to realise the aspirations of CfW (94% of senior leaders and 87% of teachers agreed). The majority of senior leaders reported they were always an advocate for CfW when talking with colleagues (77% agreed), compared with around half of teachers (45% agreed). Around half of senior leaders considered CfW to be much better than the previous curriculum compared with a minority of teachers (55% of senior leaders and 32% of teachers agreed).

Capability to act in ways that realise curriculum change

Senior leaders were largely confident in their own capability to act in ways that realise curriculum change, while teachers had more mixed views. The majority of senior leaders and teachers expressed confidence in relation to themselves, or teachers at their school:

- having the pedagogical knowledge they need (94% of teaching senior leaders, 83% of non-teaching senior leaders and 83% of teachers agreed)
- being able to adapt their professional practice (93% of teaching senior leaders, 84% of non-teaching senior leaders and 82% teachers agreed)
- being able to provide authentic and purposeful experiences for learners (92% of teaching senior leaders, 88% of non-teaching senior leaders and 82% teachers agreed)
- having the subject knowledge they need (90% of teaching senior leaders, 79% of non-teaching senior leaders and 83% of teachers agreed)

- being able to support learners to make connections between subjects and areas of learning and experience (91% of teaching senior leaders, 86% of non-teaching senior leaders and 78% of teachers agreed)
- having the skills they need (88% of teaching senior leaders, 88% of non-teaching senior leaders and 65% of teachers agreed)

Both senior leaders and teachers were less likely, however, to express confidence in their own, or teachers', curriculum and assessment design expertise. The majority of teaching senior leaders and around half of teachers agreed that they were confident in their own expertise in curriculum design (73% of teaching senior leaders and 54% of teachers agreed) and assessment design (62% of teaching senior leaders and 45% of teachers agreed), with a minority disagreeing. Among non-teaching senior leaders, around half expressed confidence that teachers had the curriculum design expertise they needed (52% agreed) and a minority that they had the assessment design expertise they needed (40% agreed).

Approaches to curriculum design

The majority of senior leaders, and around half of teachers, indicated that curriculum design in their school had involved “a great deal”, or “quite a bit” of:

- sharing evidence and expertise across cluster or other local networks (65% of senior leaders and 49% of teachers indicated involvement)
- using educational research (63% of senior leaders and 41% of teachers indicated involvement)
- learning from professional enquiry (60% of senior leaders and 44% of teachers indicated involvement)

A minority of both senior leaders (41%) and teachers (19%) indicated that curriculum design in their school involved sharing evidence and expertise across regional or national networks. A small minority of both senior leaders (15%) and teachers (10%) indicated that curriculum design in their school involved partnering with further and higher education institutions.

Changes to practice

Senior leaders largely agreed that they, or teachers at their school (in the case of non-teaching senior leaders), where appropriate, had made substantial changes to various

aspects of their practice, while teachers had more mixed views. The majority of senior leaders and teachers agreed that they had made substantial changes to:

- their planning (or planning documentation) (86% of teaching senior leaders, 80% of non-teaching senior leaders, 59% of teachers)
- the content/topics/themes taught (82% of teaching senior leaders, 83% of non-teaching senior leaders, 69% of teachers)
- the teaching/learning activities used (80% of teaching senior leaders, 81% of non-teaching senior leaders, 64% of teachers)
- the teaching/learning approaches used (77% of teaching senior leaders, 84% of non-teaching senior leaders, 60% of teachers)
- how they meet the needs of each individual learner to enable them to make progress at an appropriate pace (73% of teaching senior leaders, 73% of non-teaching senior leaders, 60% of teachers)

The majority of senior leaders, and around half of teachers agreed that, where appropriate, they had made substantial changes to the resources used in teaching (69% of teaching senior leaders, 72% of non-teaching senior leaders and 54% of teachers agreed), the focus of learner assessment (72% of teaching senior leaders, 79% of non-senior leaders, 58% of teachers agreed) and the approach to learner assessment (69% of teaching senior leaders, 80% of non-teaching senior leaders, 57% of teachers agreed).

Contribution to the curriculum

The majority of senior leaders and teachers agreed that their contribution to designing and/or developing the curriculum in their school was supported by positive working relationships (89% of senior leaders and 71% of teachers agreed), made them feel they had influence (87% of senior leaders and 62% of teachers agreed) and was informed by their own past experiences (86% of senior leaders and 71% of teachers agreed).

The majority of senior leaders and around half of teachers agreed that their contribution to designing and/or developing the curriculum at their school made them feel motivated in their work (79% of senior leaders and 57% of teachers agreed), made them feel valued (78% of senior leaders and 57% of teachers agreed) and was supported by the quality of the physical environment they worked in (67% of senior leaders and 55% of teachers agreed).

Confidence that learners will progress

Both senior leaders and teachers generally expressed confidence that their school curriculum would help learners to progress, with the majority agreeing that it would:

- support their learners to develop in the ways described in the four purposes (92% of senior leaders and 75% of teachers agreed)
- support learners equally well to progress, irrespective of their individual circumstances (90% of senior leaders and 73% of teachers agreed)
- support learners equally well to progress, irrespective of their starting point (89% of senior leaders and 75% of teachers agreed)
- enable learners from low-income households to progress as fully as their peers (84% of senior leaders and 66% of teachers agreed)

The majority of senior leaders and around half of teachers were confident in the new curriculum compared to the previous curriculum, specifically that they were confident their school's curriculum would:

- better meet the needs of all learners (71% of senior leaders and 51% of teachers agreed)
- help learners reach their full potential (68% of senior leaders and 53% of teachers agreed)
- lead to improved learner progression (66% of senior leaders and 52% of teachers agreed)
- improve overall levels of learners' achievement (63% of senior leaders and 49% of teachers agreed)

Themes where both senior leaders and teachers had mixed views

Professional learning and support

The majority of senior leaders (64%) agreed that they had access to appropriate support from their school's governing body or PRU's management committee.

The majority of senior leaders (59%), and teachers (60%) agreed that they had access to high-quality professional learning. The majority of senior leaders (62%), and around half of

teachers (51%) agreed they had been involved in enough professional learning to meet their needs.

Around half of senior leaders and teachers agreed that the:

- school-level guidance, support and resources they had used had met their needs (56% of senior leaders, 55% of teachers agreed)
- professional learning they had been involved in had all been high-quality, in their view (51% of senior leaders, 57% of teachers agreed)
- broader guidance (for example on Hwb), support and resources they had used had met their needs (49% of senior leaders, 44% of teachers agreed)

Around half of senior leaders (52%), and a minority of teachers (39%) agreed that support from education support partners had met their needs.

System support

The majority of both senior leaders and teachers disagreed that there is sufficient funding (82% of senior leaders and 72% of teachers disagreed) allocated to support work on CfW and that there is sufficient time allocated to support work on CfW (78% of senior leaders and 68% of teachers disagreed). There were mixed views among senior leaders (26% agreed, 32% disagreed) and teachers (22% agreed, 40% disagreed) about whether there is quality leadership across the education system to support CfW. Around half of senior leaders and a minority of teachers agreed that:

- the school inspection system is well-suited to supporting (or aligns with) CfW (47% senior leaders and 24% of teachers agreed)
- the Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of CfW (55% senior leaders and 36% of teachers agreed)
- there is sufficient information available to them to enable effective self-evaluation to support the implementation of CfW (49% senior leaders and 31% of teachers agreed)

The majority of senior leaders (74%) and teachers (69%) expressed a neutral view (not sure or neither agreed nor disagreed) about whether the approach to developing new qualifications for learners aged 14-16 aligned with CfW.

Open-text questions: challenges and future support

In response to optional open-text questions, a minority of both senior leaders and teachers reported that the aspects they found most challenging in responding to CfW were:

- a lack of time, funding and resources to work on collaborative activity and release staff for professional learning
- a lack of clarity relating to assessment and progression
- a lack of good examples of curriculum design and realisation in practice

A minority of senior leaders also raised more general concerns about CfW (for example, that it was too vague) or education more broadly (for example, relating to workload).

A minority of senior leaders and teachers reported that, if asked by a colleague what they most liked about CfW, they would say that:

- they liked the flexibility and freedom to design their own curriculum to suit the needs of their learners
- they felt CfW was more learner-led and relevant to real-life, supporting learner engagement
- they liked key aspects of CfW, for example the four purposes, making connections between and across subjects and areas of learning
- that they felt CfW was benefitting their learners in terms of their involvement in the curriculum – contributing to them being more creative and independent, providing contexts for learning, more focus on wellbeing and learners' enjoyment of learning

Overall trends in senior leaders' and teachers' responses

Senior leaders generally had more positive views than non-senior leaders across several survey themes. For example, they were more likely to indicate:

- that they were knowledgeable about, and had an understanding of, some aspects of curriculum change
- a positive outlook with respect to many aspects of their wellbeing and working environments
- agreement that there was a shared understanding of some aspects of CfW in their school

- involvement in many aspects of collaborative activity on curriculum design
- that many aspects of CfW were reflected in their teaching practice (or that of teachers at their school)
- that the curriculum was being realised in a way that supported progression in some specific aspects of the curriculum
- that professional enquiry was encouraged at their school and that this was beneficial in many ways

Senior leaders in secondary schools generally had more positive views than those in primary schools across several survey themes. For example, they were more likely to indicate:

- a more positive outlook with respect to many aspects of their wellbeing and working environments
- more involvement in many aspects of collaborative activity on curriculum design, including collaboration with teachers and parents and carers
- that many aspects of CfW were reflected in their teaching practice (or that of teachers at their school)
- that the curriculum was being realised in a way that supported progression in some specific aspects of the curriculum
- that they felt their contribution to designing and/or developing the curriculum in their school was positive in some ways

In contrast, teachers in primary schools responded more positively than those in secondary schools across most survey themes. For example, they were more likely to indicate:

- their commitment to many aspects of curriculum change
- their knowledge about many aspects of curriculum change
- a more positive outlook with respect to many aspects of their wellbeing and working environments
- more involvement in many aspects of collaborative activity on curriculum design, including collaboration with teachers and parents and carers

- agreement that there was a shared understanding of some aspects of CfW in their school
- positive views on the professional learning and system support that was available to them
- that they had made substantial changes to many aspects of their practice
- that many aspects of CfW were reflected in teaching practice
- confidence that many teaching practices reflected CfW
- confidence that many assessment practices reflected CfW
- confidence that the curriculum was being realised in a way that supported progression in many specific aspects of the curriculum
- confidence in practices relating to many aspects of enabling learning
- that professional enquiry was encouraged at their school and that this was beneficial in many ways
- that they felt their contribution to designing and/or developing the curriculum in their school was positive in some ways

There were more notable differences according to role and in the responses of senior leaders and teachers in primary and secondary schools than differences associated with other variables.

2.Introduction

The Welsh Government has commissioned Arad Research to lead a formative evaluation of the Curriculum for Wales (CfW). Arad Research is working alongside a number of organisations as part of a wide-ranging programme of research, including Cardiff Metropolitan University, Bangor University, the Open University in Wales, the University of Stirling, the University of Auckland and AlphaPlus Consultancy.

The evaluation adopts a mixed methods approach, including surveys of senior leaders and practitioners, parents/carers and learners, longitudinal case studies to understand schools' curriculum realisation journeys and several topic-based qualitative studies exploring specific aspects of CfW.

This report presents the findings of a survey of senior leaders and practitioners (i.e. teachers and those who assist with teaching) in schools, pupil referral units (PRUs) and other education other than at school (EOTAS) provision led by Arad Research and AlphaPlus Consultancy. The survey examined the views of respondents on their experiences of realising CfW. The survey received 1,227 responses, of which 925 were determined to have engaged with the survey to a sufficient level to be included in the analysis. Further detail on the profile of the survey sample and population is set out in Chapter 4 (Profile of the sample) and in Technical Annex B, published separately.

This section provides an overview of the formative evaluation of CfW, the survey of senior leaders and practitioners and the structure of this report.

Overview of the formative evaluation

The aim of the evaluation is to assess the extent to which the reforms are working as expected as set out in the [Curriculum for Wales Framework \(The Framework\)](#). The evaluation objectives are to:

- review the theory of change (ToC) in the [Scoping Study for the evaluation of the curriculum and assessment reforms in Wales](#), and make revisions if necessary, in particular to take fuller account of equity within the ToC
- consider the extent to which the mechanisms in the ToC, and the anticipated activities, outputs, and short/medium-term outcomes are being realised as expected

- explore the degree of variation between approaches across schools and other provision and describe what factors and/or conditions are supporting or impeding the effective realisation of the reforms and what additional support is needed
- explore the views, practices and experiences of senior leaders and practitioners in schools and other settings and provision in relation to Curriculum for Wales, including to what extent and in what ways do views, experiences and practices differ for different types of practitioners and settings, and why
- explore the views and experiences of learners in schools and other settings and provision in relation to Curriculum for Wales, as well as their parents/carers, including to what extent and in what ways do views and experiences differ for different types of learners and parent/carers, and why
- draw conclusions and highlight areas for consideration for policy and practice across the whole system to support the future realisation and effectiveness of the curriculum and assessment reforms, ensuring these fully consider the breadth of the reforms across different stakeholder groups, contexts, provision and settings

Background and context

Curriculum for Wales is the cornerstone of the Welsh Government's efforts for educational reform and to build an education system that raises educational standards in Wales and ensures public confidence. Curriculum for Wales has four purposes which are the starting point and aspiration for every child and young person in Wales. The [Organisation for Economic Co-operation and Development's \(OECD\) 'Improving Schools in Wales' report](#) and [Successful Futures](#), the report published following Professor Graham Donaldson's independent review of curriculum and assessment arrangements, set out the rationale for the reforms as well as recommendations for how to design a new curriculum fit for modern day Wales. Under the reforms each school and PRU is required to develop its own curriculum, within the nationally defined Curriculum for Wales Framework, enabling learners to embody the four purposes of the curriculum by becoming:

- ambitious, capable learners who are ready to learn throughout their lives
- enterprising, creative contributors who are ready to play a full part in life and work
- ethical, informed citizens who are ready to be citizens of Wales and the world
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

Under the Curriculum for Wales Framework, the four purposes are underpinned by the skills integral to the four purposes (or 'integral skills') to be developed across a wide range of learning and teaching. These integral skills are: creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organising. Subjects are organised around six Areas of Learning and Experience: Expressive Arts; Health and Well-being; Humanities, Languages, Literacy and Communication; Mathematics and Numeracy; and Science and Technology. Across these six areas, within the [Curriculum for Wales statutory guidance](#) there are 27 statements of what matters which schools must base their curriculum on.

As part of Curriculum for Wales, literacy, numeracy and digital competence are mandatory cross-curricular skills. This means that practitioners are responsible to develop and ensure progression in these skills across all curriculum areas. When designing their curriculum, schools should also embed cross-cutting themes in learning across the curriculum. The cross-cutting themes are: Relationships and sexuality education, Human rights, Diversity, Careers and work-related experiences and Local, national and international contexts.

The Curriculum for Wales Framework specifies the [principles and mandatory requirements](#) that should guide schools' and settings' curriculum preparation and design, many of which are referenced in the findings section of this report. The Framework refers to [co-constructing the curriculum](#), involving learners, parents/carers and the wider community in curriculum design, ensuring pedagogy supports the realisation of the four purposes, engaging with professional networks, working with other settings, schools and further education institutions, and reflecting the local school context in curriculum development. The CfW statutory guidance was published in 2020, with annual updates thereafter, to support practitioners with the practical steps of designing, realising and reviewing their curriculum. This includes ['Curriculum for Wales: continuing the journey' guidance](#) (published in January 2024) that set out the priorities for curriculum development and learning, emphasising the cyclical nature of curriculum design and the steps schools should take to design, evaluate and refine their curriculum. This guidance underlined the importance of:

- the role of leadership in the design process
- developing a curriculum with purpose
- utilising the principles of progression and statements of what matters for planning for progression
- ensuring that assessment supports individual learners to make progress

- using the descriptions of learning to inform design and assessment
- ensuring that pedagogical approaches draw on the agency and professional judgement of practitioners and that teaching strategies meet the changing needs of learners in their context

The Welsh Government's [Enabling Learning guidance](#), part of the Curriculum for Wales Framework, supports schools in designing developmentally appropriate curricula for all learners, particularly those progressing toward Progression Step 1. It highlights three interrelated 'enablers' – enabling adults, engaging experiences, and effective environments – that collectively foster holistic development through play-based learning, outdoor learning, observation, and authentic experiences. The guidance also underscores five developmental pathways – belonging, communication, exploration, physical development, and well-being – founded in traditional areas of child development as essential for supporting learners' growth and progression toward the curriculum's four purposes.

Other Welsh Government guidance and strategic plans emphasise the need for schools to consider how their realisation of Curriculum for Wales can support wider reforms and priorities, including the [Additional Learning Needs \(ALN\) Code](#), [Cymraeg 2050](#), tackling the impact of poverty on educational attainment and the [promotion of learner health and well-being](#).

During the course of this research, ahead of Curriculum for Wales rollout to older learners and the introduction of new qualifications, a section providing [further guidance on 14 to 16 learning](#) was included in the CfW framework guidance by Welsh Government to support practitioners to design, realise and review an inclusive curriculum for learners in Years 10 and 11. This section of statutory curriculum guidance stipulates that all learning and teaching undertaken within Years 10 and 11 should be planned, designed, reviewed and refined in accordance with the wider Curriculum for Wales guidance.

At the time of this research, Curriculum for Wales was in use for all primary aged learners and for learners in Years 7, 8 and 9.

About this report

The report is structured as follows:

- Chapter 3 sets out the survey methodology
- Chapter 4 sets out the profile of the sample

- Chapter 5 presents a summary of the main findings
- Chapters 6-45 present detailed findings
 - Part A (chapters 6-25) presents findings on the views of senior leaders
 - Part B (chapters 26-44) presents findings on the views of practitioners
- Chapter 45 presents the findings of further analysis examining the relationship between different variables in the survey and attempts to validate parts of the [ToC for the curriculum and assessment reforms](#). This analysis included factor analysis (FA) and structural equation modelling (SEM)

These annexes are published separately: Annex A includes the survey questionnaire used. Annex B sets out additional sampling information. Annex C includes subgroup analysis findings and Annex D includes further technical detail and additional findings relating to the Factor Analysis and Structural Equation Modelling. Annex E contains the data tables.

3. Methodology

This section provides detail on the survey methodology. This includes detail of the questionnaire design process, sampling, survey fieldwork and analysis process as well as the limitations of the methodology.

Questionnaire design

The survey questionnaire was designed by Arad and Associate Professor Claire Sinnema with input from Welsh Government officials. The questionnaire structure and themes were informed by the [theory of change for the curriculum and assessment reforms as presented in the scoping study](#). A series of workshops with Welsh Government officials were carried out in March and June 2024 to inform the questionnaire design.

The questionnaire was designed to be completed by senior leaders, teachers and support staff. Questions were tailored to be relevant for those who had teaching responsibilities or assisted with teaching (for example, by asking them to reflect on their own knowledge, skills or practice) as well as those who did not (for example, by asking them to reflect on the knowledge, skills and practice of teachers, either at their school or more generally). In the findings sections of this report, responses from teaching and non-teaching senior leaders as well as teachers and other staff (non-teachers who were not senior leaders) are presented [Footnote 3]. Differences between the views of teaching and non-teaching senior leaders/practitioners were examined during the analysis and, where differences were noteworthy, are presented in the text accompanying the charts.

The questionnaire was structured to ask senior leaders and practitioners about:

- their commitment to curriculum change
- their knowledge about curriculum change
- their understanding of curriculum change
- their capability to act in ways that realise curriculum change
- their wellbeing
- curriculum leadership efficacy (senior leaders only)

[1] These included those who said they were a student teacher, pastoral lead, youth worker, assistant ALN co-ordinator, administrator or school governor.

- collaboration on curriculum design
- shared understanding of aspects of CfW (labelled as curriculum elements in the questionnaire)
- professional learning and support
- support
- schools' approaches to curriculum design
- changes to practice
- aspects of CfW (labelled as curriculum elements in the questionnaire) in practice
- pedagogical practice
- progression and assessment
- enabling learning
- professional enquiry
- contribution to the curriculum
- learners' progress
- challenges and future support

Most questions asked respondents to what extent they agreed or disagreed with a statement or series of statements, with some open-text questions providing opportunities for them to provide further comments to support their response and three other optional open-ended questions.

The questionnaire was cognitively tested between July and September 2024 with 6 senior leaders and 6 teachers, comprising 6 in primary schools and 6 in secondary schools. Cognitive testing interviews lasted around 45 minutes, and involved researchers sharing the survey questions on a screen and asking respondents to 'think aloud' while completing the survey so that researchers could understand how they were interpreting each question. Researchers probed respondents further by asking questions such as 'What were you thinking about when you answered that question?'. Respondents were asked to mention any words or phrases that they found challenging to answer or unclear as well as questions they considered were important (or less important) to be asked. Findings were used to amend the questionnaire, and 6 senior leaders and teachers took part in a shorter second

interview (around 25 minutes) to test amendments which had been made. Some further amendments were made following the second round of interviews. A copy of the questionnaire is included in Annex A of this report, published separately.

Population and sampling framework

Senior leaders

A stratified quota sampling approach was used in the survey of senior leaders, an approach which seeks to match the proportions of respondents with certain characteristics (like sector, region) to the proportions in the population. A random stratified sampling approach was initially taken, but a stratified quota sampling approach was ultimately used because, due to non-response from an initial group of randomly selected settings, achieving the target random stratified sample was not possible.

The total number of schools and PRUs was used as a basis for sampling senior leaders. Data from the Welsh Government's address list of schools (which was last updated August 2024 at the time the sample was designed) and the 2023/2024 Pupil-level Annual Schools Census (PLASC, last collected in January 2024 at the time the sample was designed) was used to create a profile of schools and PRUs in Wales. The number of schools/settings (based on the Welsh Government's address list of schools and PLASC) was used as a basis for sampling, rather than the number of headteachers based on the 2023/24 Schools Workforce Annual Census (SWAC). This was done to enable sampling and monitoring of responses at the individual school-level, rather than at an overall level, something which is not possible using the published SWAC data, which is not published at individual school level. ^[Footnote 4] The number and percentage of schools and PRUs by phase and language medium is shown in Table 3 in Annex B, published separately.

In 2024/25, there were 1,476 schools and PRUs, comprising 1,415 mainstream schools, 39 special schools and 22 PRUs ^[Footnote 5]. Published data was available on the sector (primary, secondary, special school, PRU), language-medium (for mainstream schools) and region of all these schools and PRUs. Published data was also available on the percentage of pupils

[2] The number of schools/settings and headteachers were not precisely the same (because some headteachers lead multiple settings). According to the [2023/24 Schools Workforce Annual Census \(SWAC\)](#), there were 1,415 headteachers (including executive headteachers and acting headteachers), compared with 1476 schools/settings in 2023/24.

[3] Based on the Welsh Government's [Address list of schools \(August 2024\)](#). This differs slightly to the 1482 schools and PRUs listed in the 2023/24 Pupil-level Annual Schools Census (PLASC) because of a small number of school mergers and/or closures between the 2023/24 and 2024/25 academic years.

eligible for free school meals (eFSM) in 1,278 of the mainstream schools, on the percentage of pupils with Additional Learning Needs (ALN) or Special Educational Needs (SEN) in 339 of these and the percentage of Black, Asian and minority ethnic learners in 1,120 of these schools ^[Footnote 6]. Data was not published for some schools/settings, including:

- those where there were between one and four learners eFSM, with ALN or Black, Asian and minority ethnic learners and therefore data could potentially be disclosive. For these schools, a value of 2 learners was imputed to inform the sampling; this enabled each school to be assigned a category (low, medium or high) based on the percentage of its learners with these characteristics
- new schools (or newly created 3-18 schools)
- nursery and special schools (39) and PRUs (22) ^[Footnote 7]

The population of schools in each of the categories above is set out in Table 3 in Technical Annex B, alongside the target sample.

Non-senior leaders

A stratified quota sampling approach was used for non-senior leaders. Non-senior leaders were defined as all respondents who reported they were not members of their school's senior leadership team, including those who reported their main role as "teacher", "middle leader", "learning support worker" and "other" staff. In part B of this report, the term "teacher" is used, for brevity, to describe non-senior leaders. The rationale for using a stratified quota sampling approach for this group was that the evaluation team did not have access to a database of practitioners and their contact details that could be used for selecting survey participants, distributing the survey directly to the intended recipients and monitoring responses. This meant it was not possible to know how many teachers had received the survey invitation to be able to estimate levels of non-response. A probability sample was not viable for non-senior leaders because of this. Instead, the survey was

[4] The number of schools where published ALN/SEN data is available is lower than the other categories because this category is derived from aggregating from four separate sub-categories of data. Calculating the total number of learners with ALN/SEN requires aggregation of the total number of learners with an Individual Development Plan (IDP), School Action, School Action Plus and Statement of SEN. In all but 339 schools, at least one of those four categories has a value between 1 and 5 (values of 0 are shown) so it is not possible to create a precise total. Where data was missing for one or more of these categories, a value of 2 was assigned categories to enable an estimate of the total number and percentage of learners with ALN/SEN to be derived.

[7] See [Pupil Level Annual School Census \(PLASC\)](#)

distributed to headteachers via email who were asked to pass the invitation on to practitioners in their school.

A sampling framework based on the characteristics of the population of teachers based on the School Workforce Annual Census (SWAC) 2023/24 was developed, with quotas set for the following characteristics:

- school characteristics:
 - sector or phase
 - language medium
 - geographic area
 - percentage of learners eFSM
- individual characteristics:
 - years since achieving Qualified Teacher Status (QTS).

A target sample of 1000 teachers was set, broken down by the above characteristics. The sampling framework is included in Annex B.

Survey fieldwork

The survey was open between 30th September and 22nd December 2024 and hosted on the Smart Survey platform. The main distribution method was emailing an invitation to headteachers in all schools and inviting them and their staff to complete the survey. Publicly available email addresses were used to distribute the survey to schools.

For the survey of senior leaders, a random stratified sample of 295 senior leaders were initially selected and sent the invitation to complete survey. The intention was that any responses from senior leaders in schools outside this random stratified sample would be analysed separately and considered as an additional sample for comparison and validation of the random stratified sample. The number of responses from the random stratified sample were monitored during early weeks of the survey, but an insufficient number of responses were received from these schools to reach the target sample. A decision was then taken to use a stratified quota sampling approach instead of a random stratified sample, with senior leaders in all schools then considered part of the target sample and encouraged to complete the survey.

For the survey of practitioners, all headteachers were encouraged to pass the invitation on to staff in their school. An initial invitation and three reminder emails were sent to each school, and up to three follow-up phone calls were made to try and reach the respondent to check whether they had received the survey and encourage them to complete it.

Articles on the survey (including a link to the questionnaire) were included in the Welsh Government's Dysg newsletter, which was distributed to teachers during the survey period. Invitations to complete the survey were also posted on the Hwb website, the Education Workforce Council website and a practitioner-led CfW Facebook page) and information promoting the survey was included in slides presented at Welsh Government National Network and headteacher conferences.

Survey responses were monitored regularly against the sampling framework, and reminders were targeted at types of schools and practitioners that were under-represented in the sample compared to the proportion in the target sample. Local authorities (via the Association of Directors of Education Wales) were also asked to promote the survey through their networks. Welsh Government also directly emailed schools (using publicly available information) in geographic areas where there were proportionately fewer responses.

Quantitative data analysis

Data cleaning

The database of senior leader and practitioner responses was cleaned to exclude responses which had not completed 50% of the questions. Profile questions were excluded from this process, so respondents had to have answered 50% of the questions which asked for their views on an aspect of their teaching or practices at their school. The survey received 1,227 responses, of which 925 were determined to have engaged with the survey to a sufficient level to be included in the analysis. Of the 925 responses included in the analysis, 451 were senior leaders, 444 were teachers, and 30 had other roles (see Chapter 3 for more detail).

Weighting

Data presented in the findings sections of this report have been weighted (i.e. adjusted so that the profile of the sample is more representative of the population) according to specific profile questions agreed with Welsh Government and set out below. Note that, unless stated

otherwise, all data and results presented in the report is based on weighted values (i.e. what the sample would look like if it were nationally representative, according to the criteria used for weighting). This is to ensure that findings presented do not over- or under- represent the views of one particular population group.

Weighting matrices were created for each of the individual survey questions utilising the school census data from the 2023/24 PLASC. The sample was weighted using the school-level characteristics listed below. Data on these school-level characteristics was drawn from the 2024 PLASC and was then included in the survey database alongside the name of the school selected by respondents in the survey. This ensured that the factors used for weighting the sample did not rely upon respondents completing every question in the survey and the weighting process was not skewed by missing data. The weighting variables utilised were:

- Language-medium (Welsh or bilingual, English, Unknown)
- Sector (Primary, Middle and Secondary, PRU, Special)
- Region (north, mid and west, central south, south east)
- School % of learners eligible for FSM (Low, Med, /High)
- School % of learners with ALN (Low, Med, High)
- School % of minority ethnic learners (Low, Med, High)^[Footnote 8]

Due to low school counts in special schools and PRUs and the lack of available census data on some categories of data for these settings (specifically the percentage of learners eFSM, with ALN and Black, Asian and minority ethnic learners), responses from these school types were weighted solely by sector. For all questions, respondents were only included in the weightings matrix if they had provided a meaningful response, i.e. they had selected a response option in the questionnaire rather than leaving the question blank. For each combination of the above variables, the weightings matrix evaluated:

- population frequencies for the given combination of variables

[8] Thresholds used to define schools as having a low, medium or high percentage of Black, Asian and minority ethnic learners as well as learners with ALN or eligible for FSM were set by the research team. The thresholds were chosen to ensure around a third of schools were in each of these groups.

- achieved sample frequencies for the given combination of variables
- weight for the given combination of variables as population frequency divided by sample frequency

As the weightings were determined only from those respondents providing meaningful responses, the weighted summaries detailed in the report do not report on the proportion of non-responses to each question.

The agreement scale options presented for most of the questions included five options (these were: “Strongly disagree”, “Disagree”, “Neither agree or disagree”, “Agree”, “Strongly agree”). Throughout the findings, “Strongly agree” and “Agree” have been aggregated and presented as “Agree”, while the “Strongly disagree” and “Disagree” response options have been aggregated and presented as “Disagree” in the narrative of the report. The full scale of responses is presented in the charts (full breakdowns are presented in the data tables in Annex E, published separately). A copy of the questionnaire is included in Annex A, published separately.

Survey questions with ordinal response options, i.e. those with an evident order to the response, were re-coded to numerical responses. For example, a question with ‘low’/‘medium’/‘high’ responses would be recoded as ‘1’/‘2’/‘3’.

Unweighted and weighted descriptive summaries of responses to each question, in the form of frequency counts and percentages were calculated. These summaries were completed at an overall level and also broken down by pre-determined demographic variables of interest, with questions involving multiple selection recoded as separate items.

Weighted charts illustrating the proportion of respondents selecting each response option for each survey question were also generated. A single chart was generated for each survey question, with responses to multi-part questions collated into a single chart for ease of comparison across questions on a similar theme. Where the percentage of respondents selecting a response option is above 5%, this is stated on the relevant bar in the chart. Throughout this report, the source for each chart is the survey of senior leaders and practitioners survey.

Sample sizes are not shown under each chart because the number responding to each statement within a question varied. Furthermore, the charts presented in this report are based on weighted rather than actual frequencies, which means that the raw number of

respondents do not relate directly to those which have been used to calculate the percentages in the charts. Data tables are presented in Annex E, showing the actual and weighted numbers of respondents.

Throughout this report, the following descriptors are used to report on the percentage of respondents who provided specific responses to questions:

- where more than 85% of respondents provide a specific response to a question, the phrase 'vast majority' is used to describe this
- where between 59% and 84% of respondents provide a specific response to a question, the phrase 'majority' is used to describe this
- where between 42% and 58% of respondents provide a specific response to a question, the phrase 'around half' is used to describe this
- where between 15% and 41% of respondents provide a specific response to a question, the phrase 'minority' is used to describe this
- where less than 15% of respondents provide a specific response to a question, the phrase 'small minority' is used to describe this

Sub-group tests

A series of statistical tests were conducted to indicate the presence of differences in responses between different population groups and if these differences were statistically noteworthy. Where the outcome variable is ordinal (i.e. where response categories had a natural order or ranking), any 'Not sure' responses were recoded to align with the central option on the scale. The demographic variables for which differences in responses were analysed included:

- school language medium (English, Welsh or bilingual)
- school sector (Primary, Secondary, both)
- school % learners eligible for FSM (High, Med, Low)
- school % learners with ALN (High, Med, Low)
- school % minority ethnicity learners (High, Med, Low)
- school region (north, mid & west, central south, south east)
- years teaching experience (<5, 6-10, 11-15, 16-20, 21-25, 26-30, 31+)
- main role (Head, Senior leader, Middle leader, Teacher, LSW, Other)
- years' experience as a leader

- curriculum responsibilities (various subjects)

Only notable differences between subgroups are discussed in this report due to the quantity of variables examined; therefore, **all** group differences discussed are noteworthy differences, and we do not restate this before each difference. Notable differences are defined as those indicated to be statistically significant at the 5% level in the inferential tests, but given the non-probability sample of respondents and the infeasibility of accounting for all sources of bias in the sample (even when weighting), they are not reported as statistically significant.

In order to meet constraints regarding the number of observations (sub-sample size) and model complexity, some subgroups were combined in the regression models. For example, years of teaching experience was grouped into five levels instead of the original eight levels presented in the questionnaire. Notable differences between each of the combined subgroups were analysed and are presented in this report rather than the original sub-groups

As the regression models only include complete cases (individuals who have data available for the response variable and all the demographic variables of interest) the cohort included in the model is a subgroup of all the respondents who provided a response to the individual question. As such, the percentage of respondents in each subgroup of a noteworthy demographic variable is not presented in the summaries of notable findings to avoid misrepresenting the group on which the significant noteworthy findings are based.

For a number of questions, slightly different wordings were presented to those who said they had teaching responsibilities or assisted with teaching including senior leaders who noted they had teaching responsibilities (referred to in the findings as “teaching senior leaders” or “teachers”) compared with those who said they did not have teaching responsibilities or did not assist with teaching (referred to as “non-teaching senior leaders” or “other staff”). This was to ensure the questionnaire made sense for respondents in all roles. Broadly, such questions asked teachers and teaching senior leaders directly about their own practice, whilst non-teaching senior leaders and other staff were asked about the practice of practitioners at their setting. An example can be seen below:

- Teacher and teaching senior leader wording: “Thinking about your role in designing and implementing the CfW, to what extent do you agree with the following statement? I am confident I have the skills I need...”

- Non-teaching senior leader and other staff wording: “Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the CfW, to what extent do you agree with the following statements? At my school, I am confident teachers have the skills they need...”

In these cases, the teacher/teaching senior leader and non-teaching senior leader/other staff variants of a question were analysed together for all subgroup analyses, the factor analysis and SEM models.

Understanding relationships in the theory of change (ToC)

The range of descriptive and sub-group analysis above is on a statement-by-statement basis, with no statistical techniques yet employed to consider trends or relationships across multiple statements. However, the statements and questions in the questionnaire were designed to relate to the concepts and topics in the theory of change (ToC) underpinning the curriculum and assessment reforms. For example, a well-designed school curriculum with learners at the centre is theorised in the ToC to lead to improved outcomes for learners.

Understanding the relationship between responses to different statements in the survey is therefore necessary when trying to determine how, or if, parts of the ToC are working as expected. Knowing this is useful as it can allow for identification of any parts of the ToC that do not appear to be working as expected in practice.

Complex statistical techniques known as factor analysis (FA) and structural equation modelling (SEM) were used to investigate the relationship between responses to many different statements in the questionnaire.

All FA and SEM models were fit in the R statistical software, using the package lavaan (Rosseel, 2012). The only modifications to package defaults were the use of full information maximum likelihood estimation to handle missing data, and weighting the analysis using the same approach discussed above for all other analysis.

More detail on the SEM approach is included in Annex D, published separately.

Qualitative data analysis

A framework approach was used to analyse the qualitative data from responses to the open-text questions. This allowed structured analysis of the responses and consideration of issues that emerged from the data itself and may not have been previously considered. A sample of responses to each open-text question was initially reviewed and 'coded' independently by at least two researchers, with each survey response assigned up to five thematic codes, based on the researcher's interpretation of the response. Researchers' sets of initial codes were then compared and discussed to agree on the main points emerging from the evidence, and this informed the coding of remaining responses and subsequent analysis. In relevant sections of this report, the number of respondents who completed each open-text question is presented followed by the main points raised based on this process. In all cases, the main points raised by respondents were mentioned by a minority or a small minority of respondents.

Methodological limitations

In analysing the findings presented in this report, it is important to bear in mind some of the limitations of the methodology.

It is important to acknowledge the risk of selection bias among the sample of senior leaders and practitioners which has engaged in the survey. Senior leaders and practitioners who considered that curriculum realisation was going well in their school may have been more likely to complete the survey. Equally, respondents who felt their school was facing difficulties in realising the curriculum may have considered the research to be an opportunity to highlight any issues they were facing.

There was also a further risk of selection bias among the sample of practitioners engaged. Although the survey was promoted directly to practitioners via communication channels such as the Dysg newsletter and social media channels, headteachers were also invited to distribute it internally to their staff. Where headteachers acted as gatekeepers to their staff's participation, this could have influenced the composition of the sample.

The evaluation sought to mitigate these risks by adopting a stratified quota approach to distributing reminders to complete the survey, targeting types of schools (by sector, language medium and region) and schools with specific characteristics (for example those

in Estyn follow-up categories) that were less well represented in the sample. Furthermore, the approach to weighting the sample sought to mitigate any under-representation.

4. Profile of the sample

The survey received 1,227 responses, of which 925 were determined to have engaged with the survey to a sufficient level to be included in the analysis.

Of the 925 responses included in the analysis, 451 were senior leaders (i.e. they stated they were a member of the senior leadership team at their school), 444 were teachers (including middle leaders who were not on the senior leadership team and learning support workers), and 30 had other roles (respondents who said they were not part of the senior leadership team at their school or PRU and who also said did not have teaching responsibilities or assist with teaching).

Findings in this report are based on weighted results (i.e. what the results would look like if they were adjusted to be based on a nationally representative sample).

A detailed profile of the characteristics of the sample and survey population is set out in Table 1 below. Column A sets out each demographic characteristic or variable used to analyse and/or weight survey data and column B notes the unweighted number of responses received to the survey by senior leaders and practitioners meeting with each of these criteria. Column C presents the percentage of the whole sample who reported having these characteristics while column D includes the percentage but excludes those who did not complete the question, so that the response categories (excluding no response) sum to 100%. Column E presents the percentage of the population of senior leaders and practitioners in each category to enable comparison with the sample.

Table 1. Breakdown of achieved sample

A. Demographic Variable	B. Frequency	C. % (of sample)	D. % (of non-missing sample i.e., excluding those who did not answer the question) [Note 1]	E. % (of population) [Note 2]
School Sector:				
Primary	592	64.0	64.0	47.7
Middle and Secondary	271	29.3	29.3	47.5
PRU	20	2.2	2.2	1.2
Special	42	4.5	4.5	3.6
School FSM %:				
Low	276	29.8	29.8	30.8
Medium	340	36.8	36.8	32.7
High	246	26.6	26.6	32.3
Unknown / No data	63	6.8	6.8	4.1
School ALN %:				
Low	330	35.7	35.7	34.1
Medium	307	33.2	33.2	31.0
High	225	24.3	24.3	30.8
Unknown / No data	63	6.8	6.8	4.1
School BME %:				
Low	253	27.4	27.4	29.4
Medium	351	37.9	37.9	34.8
High	258	27.9	27.9	31.6

A. Demographic Variable	B. Frequency	C. % (of sample)	D. % (of non-missing sample i.e., excluding those who did not answer the question) [Note 1]	E. % (of population) [Note 2]
Unknown / No data	63	6.8	6.8	4.1
School Language Medium:				
Welsh or bilingual [Note 3]	247	26.7	26.7	23.3
English	615	66.4	66.4	71.7
Unknown / No data [Note 5]	63	6.8	6.8	5.0
School Region:				
North	242	26.2	26.2	27.3
Mid & west	276	29.8	29.8	31.1
Central south	318	34.4	34.4	25.7
South east	89	9.6	9.6	15.9
Teaching Responsibilities:				
Yes	772	83.5	83.5	***
No	153	16.5	16.5	***
Years of experience in education:				
Under 3 years	25	2.7	2.7	9.5
3–5 years	46	5.0	5.0	9.2
6–10 years	77	8.3	8.4	14.5

A. Demographic Variable	B. Frequency	C. % (of sample)	D. % (of non-missing sample i.e., excluding those who did not answer the question) [Note 1]	E. % (of population) [Note 2]
11–15 years	134	14.5	14.5	15.8
16–20 years	169	18.3	18.3	16.8
21–25 years	203	21.9	22.0	15.4
26–30 years	172	18.6	18.7	12.4
31 years +	96	10.4	10.4	6.5
No response provided	3	0.3		
Main Role:				
Headteacher	205	22.2	22.2	2.5 [Note 6]
Senior leader	160	17.3	17.3	3.8 [Note 7]
Middle leader	161	17.5	17.5	[Note 4]
Teacher	282	30.5	30.5	39.8 [Note 8]
Learning Support Worker	76	8.2	8.2	30.6 [Note 9]
Other	41	4.4	4.4	23.3 [Note 10]
SLT member:				
Yes	451	48.8	48.8	[Note 4]
No	474	51.2	51.2	[Note 4]
Years Leadership Experience:				
Under 3 years	170	18.4	24.2	[Note 4]
3–5 years	176	19.0	25.0	[Note 4]
6–10 years	170	18.4	24.2	[Note 4]

A. Demographic Variable	B. Frequency	C. % (of sample)	D. % (of non-missing sample i.e., excluding those who did not answer the question) [Note 1]	E. % (of population) [Note 2]
11–15 years	105	11.4	14.9	[Note 4]
16–20 years	48	5.2	6.8	[Note 4]
21–25 years	21	2.3	3.0	[Note 4]
26–30 years	6	0.6	0.9	[Note 4]
31 years +	7	0.8	1.0	[Note 4]
Not Applicable	214	23.1		
No Response Provided	8	0.9		
Curriculum responsibilities:				
Expressive Arts	74	8.0	8.0	[Note 4]
Health and Well-being	104	11.2	11.2	[Note 4]
Humanities	106	11.5	11.5	[Note 4]
Languages, Literacy and Communication	146	15.8	15.8	[Note 4]
Mathematics and Numeracy	105	11.4	11.4	[Note 4]
Science and Technology	88	9.5	9.5	[Note 4]
Digital competence	86	9.3	9.3	[Note 4]

[Note 1] Excludes respondents who did not provide a response to the relevant demographic question

[Note 2] Population data based on PLASC 2023/24 and 2023/24 SWAC

[Note 3] Includes schools formerly categorised as bilingual categories A, B and C / dual-stream / transitional which are now categorised as either Dual-language, Welsh-medium or schools transitioning into those categories, based on categories used in 2023/24 PLASC.

[Note 4] Population data not available for this characteristic

[Note 5] PRUs, nursery and special schools are not categorised by language medium

[Note 6] Includes acting and executive headteachers (2023/24 SWAC)

[Note 7] Includes deputy and assistant headteachers (2023/24 SWAC)

[Note 8] Includes Leading practitioners, Qualified classroom teachers, Teachers of the Deaf, Teachers of the Visually Impaired, Unqualified teachers, Other teachers, Permanent supply teachers, Contracted supply teachers and ITT Trainees (2023/24 SWAC)

[Note 9] Includes teaching assistants (TAs) and higher-level teaching assistants (HLTAs)

[Note 10] Includes all support staff categories in 2023/24 SWAC except TAs and HLTAs (Foreign language assistants, SEN/ALN co-ordinators, SEN/ALN support staff, School business manager, Pastoral support staff, ICT staff, Administration staff, Science and laboratory technicians, Librarians and library assistants, Matrons/nurses/medical staff, Examinations officers/Invigilators, Midday supervisors, Advisory staff, Other support staff)

Table 2. Breakdown of main role and school sector for senior leaders in the sample

Demographic Variable	Teaching Senior Leaders		Non-teaching Senior Leaders	
	Number in the survey sample	% of survey sample	Number in the survey sample	% of survey sample
Main Role				
Headteacher	97	29.6	107	87.0
Senior leader	146	44.5	13	10.6
Middle leader	41	12.5	0	0.0
Teacher	25	7.6	1	0.8
Learning Support Worker	1	0.0	1	0.8
Other	18	5.5	1	0.8
School Sector:				
Primary	253	77.1	103	83.7
Middle and Secondary	63	19.2	10	8.1
PRU	5	1.5	3	2.4
Special	7	2.1	7	5.7
Total	328	100.0	123	100.0

5. Summary of findings

This section provides a summary of the findings under each of the themes included in Chapters 5-44. The responses of senior leaders and teachers are analysed under each theme. In most questions, survey respondents were asked to what extent they agreed with a series of statements about various aspects of curriculum change, with some exceptions noted below. Response options for each question ranged from “strongly agree” to “strongly disagree”, unless otherwise stated below. Sub-group analysis on the survey data drew out statistically notable trends found in the data. Analysis of differences by sub-group was undertaken by combining the responses of teaching and non-teaching senior leaders.

Commitment to curriculum change

Both senior leaders and teachers generally indicated their commitment to curriculum change, though teachers indicated lower levels of commitment than senior leaders. The vast majority of both senior leaders and teachers indicated they were willing to make changes to their professional practice to realise the aspirations of CfW. The majority of senior leaders reported they were always an advocate for CfW when talking with colleagues, compared with around half of teachers. Around half of senior leaders considered CfW to be much better than the previous curriculum compared with a minority of teachers.

Around half of senior leaders and a minority of teachers completed the optional open-text question. Respondents noted that they liked the flexibility and freedom to design their own curriculum as well as the concept of CfW, but felt there was a need for either more or better guidance, either in general, or specifically more examples of what the curriculum should look like. A minority of respondents noted that they would like clearer guidance and direction on assessment and progression, with concerns raised about lack of standardisation in assessment practices. A minority of respondents raised concerns about CfW being too vague and open to interpretation, inconsistent approaches to realising the curriculum and increased workload.

Teachers from primary schools were more likely than those in secondary schools to agree that they were willing to make changes to their professional practice to realise the aspirations of CfW and that they consider CfW to be much better than the previous curriculum. Respondents from special schools and PRUs were more likely than those in

secondary schools to agree that they consider CfW to be much better than the previous curriculum.

Knowledge about curriculum change

Both senior leaders and teachers generally agreed with statements about their knowledge about curriculum change, specifically that they:

- could explain to others the main elements of CfW
- understood their role in implementing CfW
- were clear what had changed in CfW compared to the previous curriculum
- were clear on the reasons for reforming the curriculum

Senior leaders were more likely than teachers to agree that they understood their role in implementing CfW and that they were clear on what had changed. Senior leaders were also more likely to agree that they were clear on the reasons for reforming the curriculum, with a majority agreeing compared to around half of teachers.

Non-teaching senior leaders were more likely than teaching senior leaders to agree that they were clear on what had changed and that the reasons for the reform were clear. Senior leaders from PRUs and special schools were less likely than senior leaders from secondary schools to agree that the reasons for reform were clear

Teachers from primary and special schools and PRUs were more likely to indicate their knowledge about curriculum change compared to those from secondary schools.

Understanding of curriculum change

Both senior leaders and teachers generally agreed that they understood curriculum change in terms of:

- how they should change their practice in response to CfW
- what their school was required to do to design their own curriculum in accordance with CfW

Around half of senior leaders indicated that they understood what their school was required to do to plan their own assessment arrangements in accordance with CfW.

Senior leaders were more likely than non-senior leaders to agree that they understood how they should change their practice and what was required to design their curriculum. Senior leaders were also more likely to agree that they understood what their school was required to do to plan their own assessment arrangements in accordance with CfW, with a majority agreeing compared with around half of teachers.

Respondents from primary and special schools and PRUs were more likely than those from secondary schools to agree that they understood how they should change their practice.

Capability to act in ways that realise curriculum change

Both senior leaders and teachers were generally confident in their own capability, or the capability of teachers at their school, to act in ways that realise curriculum change.

Specifically, this included confidence in relation to themselves, or teachers at their school:

- having the skills they need
- having the subject knowledge they need
- having the pedagogical knowledge they need
- being able to provide authentic and purposeful experiences for learners
- being able to support learners to make connections between subjects and areas of learning and experience
- being able to adapt their professional practice

Both senior leaders and teachers were less likely, however, to express confidence in their own, or teachers', curriculum and assessment design expertise. The majority of teaching senior leaders and around half of teachers agreed that they were confident in their own expertise in curriculum design and assessment design, with a minority disagreeing. Among non-teaching senior leaders, around half expressed confidence that teachers had the curriculum design expertise they needed and a minority that they had the assessment design expertise they needed.

Teachers from special schools and PRUs were more likely than those in secondary schools to be confident about practitioner skills and ability to adapt professional practice. Primary school respondents were less likely than secondary school respondents to be confident

about practitioner subject knowledge and pedagogical knowledge. Middle leaders were more confident than teachers about their skills and subject knowledge.

Among the minority of senior leaders and teachers who completed the optional open-text question, some respondents expressed confidence in their own skills, knowledge and ability to adapt to CfW, referring to examples of progressional learning, collaboration and research they had engaged in. A minority of senior leaders felt there was a need for more support, clarity, and direction around assessment and/or a need for more guidance or support in general. A minority referred to a lack of time and financial resources to realise CfW or raised more general concerns about CfW or education more broadly, for example increased workload.

Wellbeing

Both senior leaders and teachers generally had a positive outlook in relation to their wellbeing and working environment, indicating that:

- their school was a good place to work
- they were satisfied with their job
- their work as an educator was meaningful
- their relationships with learners were rewarding to them
- their relationships with colleagues were supportive
- they could be themselves with colleagues at work

However, around half of both senior leaders and teachers disagreed or strongly disagreed that they were satisfied with their work life balance.

Senior leaders had more positive views than non-senior leaders on their wellbeing and working environment, with the exception being “I feel I can be myself at work”. Non-teaching senior leaders were more likely than senior leaders with teaching responsibilities to agree their school was a good place to work. Primary school senior leaders were less likely than those from secondary schools to agree that their school was a good place to work and less likely to agree that colleague relationships were supportive.

Teachers from primary schools were more likely to agree that their school is a good place to work than those from secondary schools, and those from Welsh-medium schools were more likely to agree than those from English-medium schools. Respondents from primary, special schools and PRUs were more likely to agree that they were satisfied with their work life

balance than those from secondary schools, and those without curriculum responsibilities were more likely to agree than those with curriculum responsibilities.^[Footnote 9]

Curriculum leadership efficacy (senior leaders only)

Senior leaders only were asked how confident they felt in relation to a series of aspects of curriculum leadership efficacy. Response options ranged from “not at all confident” to “extremely confident”. Senior leaders generally felt confident as a leader in their ability to:

- influence others' commitment to curriculum change
- develop others' understanding of how to respond to CfW
- support others to develop their teaching and learning
- find solutions to challenges in curriculum design and implementation
- lead curriculum discussions that support curriculum improvement
- ensure a strategic approach so that curriculum aspirations are met
- improve curriculum practices based on robust evaluation

Senior leaders were less confident about their ability to connect people to collaborate on curriculum and assessment design, with around half of senior leaders indicating their confidence in relation to this.

Non-teaching senior leaders were more likely than teaching senior leaders to be confident in their ability to influence others' commitment to curriculum change and ensuring a strategic approach.

Collaboration on curriculum design

Survey respondents were asked to what extent there had been collaboration with different groups on curriculum design at their school. Response options ranged from “No collaboration” to “A great deal of collaboration”.

[9] Curriculum responsibilities were defined based on the question “Do you have responsibility for leading aspects of the curriculum in any of the following areas?” with the options: Overall responsibility for the curriculum, Overall responsibility for progression and assessment, each of the individual areas of learning and experience, digital competence and other curriculum elements.

The vast majority of senior leaders indicated there had been some or a great deal of collaboration between teachers as well as with learners, parents/carers and governors. The majority of teachers also indicated there had been “some” or “a great deal” of collaboration between teachers as well as with learners and governors, with around half of teachers indicating there had been “some” or “a great deal” of collaboration with parents/carers.

In terms of the nature of collaboration, the vast majority of senior leaders, and a majority of teachers, agreed that:

- teachers were actively involved in maintaining high expectations to increase learner achievement
- leaders at their school considered advice from teachers when making decisions
- teachers were consistently involved in discussion/decisions about pedagogy
- opportunities were provided for teachers to initiate change
- leadership was nurtured and distributed among teachers
- teachers assumed shared responsibility and accountability for learner progress

Primary school senior leaders were less likely than secondary school senior leaders to report collaboration between teachers, with other organisations/institutions and with parents/carers. Primary school senior leaders were also less likely than secondary school leaders to report that:

- teachers were consistently involved in discussion/decisions about pedagogy
- opportunities were provided for teachers to initiate change
- leaders consider teachers’ advice when making decisions
- leadership was nurtured and distributed among teachers.

Primary school teachers were more likely than secondary school teachers to report collaboration between teachers, with parents/carers and with learners and governors. They were also more likely than secondary school respondents to report that teachers are involved in discussions about pedagogy, that opportunities are provided for teachers to initiate change, that teachers share responsibility and accountability for learner progress, that leaders consider advice from teachers and that leadership is nurtured and distributed

Shared understanding of aspects of CfW

Senior leaders and teachers generally agreed that there was a shared understanding of learner progression and what it meant to have an inclusive curriculum in their school as well as how their curriculum supported learners to develop in the ways described in the four purposes.

Senior leaders were more likely than non-senior leaders to agree that there is a shared understanding of what it means to have an inclusive curriculum and of how their curriculum supports learners' development in line with the four purposes. Primary school senior leaders were less likely than those from secondary schools to agree that there is a shared understanding of how their curriculum supports learners' development in line with the four purposes.

Teachers from primary schools were more likely than those in secondary schools to agree that they understood learner progression and that they understood how their curriculum supported learners to develop in the ways described in the four purposes. Teachers from schools with a high percentage of eFSM learners were less likely than those from schools with a medium percentage of eFSM learners to agree that they understood learner progression and that they understood what it means to have an inclusive curriculum

Professional learning and support

The majority of headteachers and senior leaders agreed that:

- they had access to appropriate support from their school's governing body or PRU's management committee
- they had been involved in enough professional learning to meet their needs
- they had access to high-quality professional learning

Around half of headteachers and senior leaders agreed that the:

- school-level guidance, support and resources they had used had met their needs
- support from education support partners had met their needs
- professional learning they had been involved in had all been high-quality, in their view
- broader guidance (for example on Hwb), support and resources they had used had met their needs

Non-teaching headteachers and non-teaching senior leaders were less likely than those with teaching responsibilities to agree that the professional learning they had accessed had all been high-quality. Non-teaching headteachers and senior leaders were more likely than those with teaching responsibilities to agree that school-level guidance has met their needs

Teachers had more mixed views than headteachers and senior leaders in relation to their satisfaction with professional learning and support. Around half agreed and a minority disagreed that:

- they had access to high-quality professional learning
- the professional learning they had been involved in had all been high-quality, in their view
- the school-level guidance, support and resources they had used had met their needs
- they had been involved in enough professional learning to meet their needs
- the broader guidance (for example on Hwb), support and resources they had used had met their needs

A minority of teachers agreed that support from education support partners had met their needs.

Respondents from primary schools were more likely than those in secondary schools to agree that they had access to both high-quality and sufficient professional learning, that support from education support partners had met their needs and that school-level and broader guidance, support and resources had met their needs.

System support

Both senior leaders and teachers had mixed views about the broader education system and how it supports the realisation of CfW. The majority of both senior leaders and teachers disagreed that there is sufficient funding allocated to support work on CfW. The majority of both senior leaders and teachers also disagreed that there is sufficient time allocated to support work on CfW.

There were mixed views among senior leaders about whether there is quality leadership across the education system to support CfW, with respondents fairly evenly split in terms of

whether they agreed, disagreed or neither agreed nor disagreed. Around half of senior leaders agreed that:

- the school inspection system is well-suited to supporting CfW
- the Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of CfW
- there is sufficient information available to them to enable effective self-evaluation to support the implementation of CfW

The majority of senior leaders expressed a neutral view (not sure or neither agreed nor disagreed) that the approach to developing new qualifications for learners aged 14-16 aligned with CfW.

Teachers were less likely to express positive views in relation to system support, with a minority of teachers agreeing that:

- there is quality leadership across the education system to support CfW
- the school inspection system is well-suited to supporting CfW
- the Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of CfW
- there is sufficient information available to them to enable effective self-evaluation to support the implementation of CfW

Both primary school senior leaders and teachers were less likely than those in secondary schools to agree that there is quality leadership across the education system. Primary school teachers were more likely than those in secondary schools to agree that the school inspection system is well-suited to supporting CfW.

Schools' approaches to curriculum design

Survey respondents were asked to what extent the approach to curriculum design in their school had involved a series of actions. Response options ranged from "Not at all" to "A great deal". The majority of senior leaders, and around half of teachers, indicated that curriculum design in their school involved "a great deal", or "quite a bit" of:

- sharing evidence and expertise across cluster or other local networks
- using educational research

- learning from professional enquiry

A minority of both senior leaders and teachers indicated that curriculum design in their school involved sharing evidence and expertise across regional or national networks. A small minority of both senior leaders and teachers indicated that curriculum design in their school involved partnering with further and higher education institutions.

Both primary school senior leaders and teachers were less likely than those from secondary schools to report learning from professional enquiry and sharing evidence and expertise across cluster or other local networks.

Senior leaders with curriculum responsibilities were less likely to report using educational research compared to those without curriculum responsibilities.^[Footnote 10]

Changes to practice

Senior leaders and teachers generally agreed that they, or teachers at their school (in the case of non-teaching senior leaders), had made substantial changes, where appropriate, to various aspects of their practice, specifically:

- their planning (or planning documentation)
- the teaching/learning approaches used
- the teaching/learning activities used
- the content/topics/themes taught
- how they meet the needs of each individual learner to enable them to make progress at an appropriate pace

The majority of senior leaders, and around half of teachers agreed that they had made substantial changes, where appropriate, to the resources used in teaching, the focus of learner assessment and the approach to learner assessment, with a minority disagreeing. Senior leaders were more likely than non-senior leaders to report there had been substantial changes to the content, topics or themes taught. Senior leaders from English-

[10] Curriculum responsibilities were defined based on the question “Do you have responsibility for leading aspects of the curriculum in any of the following areas?” with the options: Overall responsibility for the curriculum, Overall responsibility for the curriculum, each of the individual areas of learning and experience, digital competence and other.

medium schools were more likely than those in Welsh-medium schools to report there had been substantial changes in approaches to learner assessment.

Primary school teachers were more likely than secondary school respondents to report making substantial changes to teaching or learning approaches and activities and to how the needs of individual learners were met.

Aspects of CfW in practice

Both senior leaders and teachers generally agreed that the aspects of CfW explored in the survey were reflected in their practice (or that of teachers at their school) and that practices were supporting the skills integral to the four purposes.

The majority of both senior leaders and teachers agreed that that their teaching practice (or teaching practice at their school for non-teaching senior leaders), reflected the four purposes, the statements of what matters, the principles of progression and the descriptions of learning. The majority of senior leaders and around half of teachers agreed that their teaching practice reflected the 12 pedagogical principles.

The majority of both senior leaders and teachers were confident their teaching practice, or that of teachers at their school, supported learners in developing each of the skills integral to the four purposes.

The majority of both senior leaders and teachers agreed that their school's curriculum was being implemented in a way that supported progression in each of the areas of learning and experience as well as a range of cross-curricular skills and other aspects of CfW. Around half of senior leaders and a minority of teachers agreed that their school's curriculum was being implemented in a way that supports progression in careers and work-related experiences.

Senior leaders were more likely than non-senior leaders to agree that teaching practices reflected the four purposes and that the curriculum was being realised in a way that supported progression in a range of cross-curricular skills and aspects of CfW.

Primary school senior leaders were less likely than those in secondary schools to agree that the curriculum is being realised in a way that supports progression in a range of cross-curricular skills and aspects of CfW.

Primary school teachers were more likely than those in secondary schools to agree that teaching practices reflect the four purposes, statements of what matters, the principles of progression and the descriptions of learning. Primary school teachers were also more likely to agree that the curriculum is being realised in a way that supports learners' development in a number of cross-curricular skills and areas of learning and experience.

Pedagogical practice

The vast majority of both senior leaders and teachers indicated that they were confident that their teaching practice, or that of teachers at their school:

- encouraged sustained effort from learners
- employed a blend of approaches
- built on prior knowledge and experience
- engaged learner interest
- used assessment for learning principles
- encouraged learners to take responsibility for their learning
- supported social and emotional development
- supported positive relationships
- encouraged collaboration
- included all learners

The vast majority of senior leaders and the majority of teachers agreed that they were confident their teaching practice encouraged learners to make connections within and across areas of learning and experience.

Senior leaders were more likely than non-senior leaders to agree that practices encouraged sustained effort from learners and supported positive relationships.

With the exception of drawing on a blend of approaches and building on prior knowledge and experience, primary school teachers were more likely than those in secondary schools to report confidence in all other aspects of their pedagogical practice.

Progression and assessment

Both senior leaders and teachers were generally confident that their assessment practices, or the assessment practices of teachers at their school, reflected CfW. Specifically, they were confident that assessment practice:

- supported the progression of each individual learner
- supported learners to be active participants in the learning process
- provided meaningful and constructive feedback to learners
- embedded assessment within learning and teaching
- reflected the shared understanding of progression
- builds a picture of learners' development
- used a wide range of approaches to assessment
- helped parents/carers understand their child's progression

Senior leaders were more likely than non-senior leaders to be confident that assessment practices helped parent/carers' understanding of their child's progression.

Primary school senior leaders were less likely than secondary school senior leaders to be confident that assessment practices provided meaningful and constructive feedback and that they helped parent/carers understand their child's progression.

Primary school teachers were more likely than those in secondary schools to be confident that their assessment practices supported learner progression, supported learners to be active participants, helped build a picture of learner development and reflected a shared understanding of progression and helped parents/carers understand their child's progression.

Enabling learning

Both senior leaders and teachers generally expressed confidence in practices relating to enabling learning, with the majority confident in their ability, or that of teachers at their school, to:

- use developmentally appropriate practice to support learners' progress

- provide developmentally appropriate learning experiences to support learners' progress
- notice, analyse and respond to learners' individual needs to support progress
- make the best use of indoor spaces available for teaching and learning

The majority of senior leaders and around half of teachers indicated they were confident using the outdoor environment as part of their teaching and learning practice.

Primary school teachers were more likely than those in secondary schools to be confident in their ability to use developmentally appropriate practice and provide developmentally appropriate learning experiences.

Senior leaders from PRUs and special schools were more likely than those from secondary schools to be confident in their ability to provide developmentally appropriate learning experiences.

Professional enquiry

The majority of senior leaders and around half of teachers reported having been involved in professional enquiry and the majority of both senior leaders and practitioners indicated that this was encouraged “a lot” or “a great deal” in their school. Senior leaders and teachers who had been involved in professional enquiry generally agreed that it:

- involved collaboration
- used insights from relevant research
- explored the causes of problems they faced in their practice
- led to meaningful improvements in practice

The majority of senior leaders and around half of teachers agreed that professional enquiry supported investigation into the suitability of assessment for specific contexts and learners.

Non-teaching senior leaders were more likely than teaching senior leaders to report that professional enquiry was encouraged at their school. Primary school senior leaders were less likely than those in secondary schools to agree that professional enquiry supports investigation into the suitability of assessment for specific contexts and learners and that professional enquiry leads to meaningful improvements in practice

Primary school teachers were more likely than those in secondary schools to agree professional enquiry leads to meaningful improvements in practice.

Teachers with curriculum responsibilities were more likely than those without curriculum responsibilities to report professional enquiry was encouraged at their school.

Middle leaders were more likely than teachers to agree that professional enquiry supports investigation into the suitability of assessment for specific contexts and learners and uses insights from relevant research.

Contribution to the curriculum

The majority of senior leaders and teachers agreed that their contribution to designing and/or developing the curriculum in their school:

- made them feel they had influence
- made them feel valued
- made them feel motivated in their work
- was informed by their own past experiences
- was supported by positive working relationships

The majority of senior leaders and around half of teachers agreed that their contribution to designing and/or developing the curriculum at their school was supported by the quality of the physical environment they worked in.

Primary school senior leaders were less likely than those from secondary schools to agree that their contribution made them feel they had influence, motivated in their work and made them feel valued

Primary school teachers were more likely than those in secondary schools to agree that their contributions were supported by positive working relationships and the quality of the physical working environment

Confidence that learners will progress

Both senior leaders and teachers generally expressed confidence that their school curriculum would help learners to progress, with the majority agreeing that it would:

- support their learners to develop in the ways described in the four purposes

- support learners equally well to progress, irrespective of their starting point
- support learners equally well to progress, irrespective of their individual circumstances
- enable learners from low-income households to progress as fully as their peers

The majority of senior leaders and around half of teachers were confident in the new curriculum compared to the previous curriculum, specifically that they were confident their school's curriculum would:

- better meet the needs of all learners
- lead to improved learner progression
- help learners reach their full potential
- improve overall levels of learners' achievement

Senior leaders from schools with a high percentage of eFSM learners were more likely than those from schools with a medium percentage of eFSM learners to agree that they were confident that the school curriculum would enable learners from low-income household to progress as fully as their peers.

Teachers from primary and special schools and PRUs were more likely than those from secondary schools to be confident that the curriculum would:

- support learners to develop in the ways described in the four purposes
- support learners to progress irrespective of starting points or individual circumstances
- enable learners from low-income households to progress
- better meets the needs of all learners
- lead to improved learner progression
- help learners reach their full potential
- improve overall levels of learner achievement

Challenges and future support

In response to optional open-text questions, both senior leaders and teachers reported that the aspects they found most challenging in responding to CfW were:

- a lack of time, funding and resources to work on collaboratively activity and release staff for professional learning
- a lack of clarity relating to assessment and progression
- a lack of good examples of curriculum design and realisation in practice

Senior leaders also raised more general concerns about CfW (for example, that it was too vague) or education more broadly (for example, relating to workload)

Senior leaders reported that they needed further support to help them with some aspects of curriculum realisation:

- clearer guidance relating to assessment and/or monitoring learner progression
- time and financial resources to enable them to spend more time on developing the curriculum and participate in collaborative or professional learning activities
- more or better guidance relating to the curriculum, assessment and progression

Senior leaders and teachers reported that, if asked by a colleague what they most liked about CfW, they would say that:

- they liked the flexibility and freedom to design their own curriculum to suit the needs of their learners
- they felt CfW was more learner-led and relevant to real-life, supporting learner engagement
- they liked key aspects of CfW, for example the four purposes, making connections between and across subjects and areas of learning
- that they felt CfW was benefitting their learners in terms of their involvement in the curriculum – contributing to them being more creative and independent, providing contexts for learning, more focus on wellbeing and learners' enjoyment of learning

Overall trends in senior leaders' and teachers' responses

A summary of the main findings according to a number of individual-level and school-level variables is set out below. There were more notable differences according to role and in the responses of senior leaders and teachers in primary and secondary schools than differences associated with other variables.

Role

Senior leaders generally had more positive views than non-senior leaders across several survey themes. In particular, they were more likely to indicate:

- that they were knowledgeable about, and had an understanding of, some aspects of curriculum change
- a positive outlook with respect to many aspects of their wellbeing and working environments
- agreement that there was a shared understanding of some aspects of CfW in their school
- involvement in many aspects of collaborative activity on curriculum design
- that many aspects of CfW were reflected in their teaching practice (or that of teachers at their school)
- that the curriculum was being realised in a way that supported progression in some specific aspects of the curriculum
- that professional enquiry was encouraged at their school and that this was beneficial in many ways

Non-teaching senior leaders were more likely than teaching senior leaders to indicate that they were knowledgeable about some aspects of curriculum change and were more likely to express confidence in some aspects of their curriculum leadership abilities.

Senior leaders with curriculum responsibilities were generally more likely than those without curriculum responsibilities to express positive views across several survey themes.^[Footnote 11]

In particular, they were more likely to express confidence in some aspects of their curriculum leadership abilities and were more likely to have been involved in some aspects

¹¹ Curriculum responsibilities were defined based on the question "Do you have responsibility for leading aspects of the curriculum in any of the following areas?" with the options: Overall responsibility for the curriculum, Overall responsibility for the curriculum, each of the individual areas of learning and experience, digital competence and other.

of collaboration in curriculum design. A more mixed picture emerged among teachers; those with curriculum responsibilities were more likely to express positive views in relation to some survey themes and less positive views in relation to others.

A mixed picture emerged when comparing the responses of middle leaders and teachers. Middle leaders who reported that they were members of their school's senior leadership team tended to respond less positively than teachers who were members of their senior leadership team. However, among those who were not a part of their school's senior leadership team, middle leaders responded more positively than teachers across most survey themes.

Primary and secondary schools

Senior leaders in secondary schools generally had more positive views than those in primary schools across several survey themes. In particular, they were more likely to indicate:

- a more positive outlook with respect to many aspects of their wellbeing and working environments
- more involvement in many aspects of collaborative activity on curriculum design, including collaboration with teachers and parents and carers
- that many aspects of CfW were reflected in their teaching practice (or that of teachers at their school)
- that the curriculum was being realised in a way that supported progression in some specific aspects of the curriculum
- that they felt their contribution to designing and/or developing the curriculum in their school was positive in some ways

In contrast, teachers in primary schools responded more positively than those in secondary schools across most survey themes. Specifically, they were more likely to indicate:

- their commitment to many aspects of curriculum change
- their knowledge about many aspects of curriculum change
- a more positive outlook with respect to many aspects of their wellbeing and working environments
- more involvement in many aspects of collaborative activity on curriculum design, including collaboration with teachers and parents and carers

- agreement that there was a shared understanding of some aspects of CfW in their school
- positive views on the professional learning and system support that was available to them
- that they had made substantial changes to many aspects of their practice
- that many aspects of CfW were reflected in teaching practice
- confidence that many teaching practices reflected CfW
- confidence that many assessment practices reflected CfW
- confidence that the curriculum was being realised in a way that supported progression in many specific aspects of the curriculum
- confidence in practices relating to many aspects of enabling learning
- that professional enquiry was encouraged at their school and that this was beneficial in many ways
- that they felt their contribution to designing and/or developing the curriculum in their school was positive in some ways

Language medium of school

Compared with the differences by sector, there were fewer differences according to the language medium of school. Senior leaders in English-medium schools expressed more positive views than those in Welsh-medium schools in response to one or two of the questions across several themes. Specifically, they were more likely to indicate:

- their knowledge about or understanding of some aspects of curriculum change
- their confidence in some aspects of their pedagogical knowledge
- that their work as an educator was meaningful
- that curriculum design involved learning from professional enquiry and partnering with Further and Higher Education Institutions
- that there had been substantial changes to approaches to learner assessment
- that teaching practices support learner development in their personal effectiveness and in their social and emotional development

In contrast, there were few notable differences in the responses of teachers from English-medium and Welsh-medium schools. Teachers in Welsh-medium schools were more likely than those in English-medium schools to agree that their school was a good place to work

and to indicate involvement in collaboration with learners on curriculum design, as well as with PRUs or other EOTAS providers.

Years' experience in education and in leadership roles

Senior leaders with more years' experience working in education generally had more positive views than those who were less experienced. Senior leaders with 31 or more years' experience in education were more likely than those with 30 years or less of experience to express positive views across most survey themes. In particular, those with 31 or more years' experience were more likely than those with less experience to:

- report that they had an understanding of some aspects of CfW
- report a more positive outlook with respect to some aspects of their wellbeing and working environments
- be confident in some of their own curriculum leadership abilities
- express confidence that many aspects of CfW were incorporated in teaching practice
- be confident that many pedagogical practices at their school reflected CfW
- report that some types of collaboration were taking place
- report that professional enquiry was encouraged and was beneficial in some ways

Headteachers and senior leaders with 31 or more years' experience in education were more likely than those with 11 to 30 years' experience to have positive views on most aspects of professional learning. Senior leaders with 11-30 years' experience were also generally more likely than those with 3-10 years' experience to express positive views across several survey themes.

In contrast to senior leaders, teachers with fewer years' experience working in education generally had more positive views than more experienced teachers. Teachers with 3-5 years' experience in education were more likely than those with 6 or more years' experience to:

- report that they felt capable to act in ways that realise curriculum change
- express confidence that many aspects of CfW were incorporated in teaching practice (those with 31 or more years' experience were least likely to express confidence about this)
- express confidence in their pedagogical knowledge

Teachers with less than 3 years' experience in education and, to a lesser extent those with 3-5 years' experience, expressed more positive views than those with 6 or more years' experience in relation to some survey themes, specifically:

- their involvement in many types of collaborative activity
- their views on some aspects of the system support that was available to them
- they were more likely to report they had made substantial changes to many aspects of their practice
- their views on in relation to some aspects of curriculum design at their school, as well as their own contribution to this
- a more positive outlook with respect to many aspects of their wellbeing and working environments

Teachers with 6-10 years' experience in education had less positive views than others in response to some survey themes including progression and assessment and their own contribution to curriculum design at their school.

There was no consistent pattern in the responses according to the number of years senior leaders had been in their leadership role. Those with fewer years' leadership experience were generally more likely than those with more experience to express confidence in some aspects of their pedagogical knowledge and to express positive views about some aspects of professional learning. Those with more leadership experience expressed more positive views in relation to other themes.

Region

There was no consistent pattern in the responses according to the region of Wales in which senior leaders and teachers worked:

- Senior leaders in the south east region and central south regions were generally more likely than those in the north and mid & west regions to express confidence in their own curriculum leadership and to express positive views on the system support available and to indicate they had been involved in collaboration
- Senior leaders in the south east were more likely than:
 - those in other regions to express positive views in relation to professional learning and support
 - those in the north and mid & west regions to express positive views in relation to their own wellbeing and working environment, to express confidence that

many aspects of CfW were reflected in teaching practice and that pedagogical practice reflected aspects of CfW

- Senior leaders in the south east region were more likely than those in the north to agree that there was a shared understanding of aspects of CfW in their school
- Teachers in the mid & west region were more likely than those in the north and central south regions to report being involved in some types of collaboration and were also more likely than those in the north to report involvement in some aspects of professional enquiry
- Teachers in the south east region were less likely than other regions to report that many aspects of CfW were reflected in teaching practice
- Teachers in the mid & west and the central south regions were more likely than those in the north and south east regions to report that pedagogical practices reflected some aspects of CfW
- Teachers in the central south region expressed greater confidence in some aspects of their capability to act in ways that realise curriculum change compared with teachers in the mid & west region

Percentage of learners with ALN in respondents' schools

There was no consistent pattern in the responses according to the percentage of learners with ALN in respondents' schools:

Senior leaders in schools with a high percentage of learners with ALN were more likely than:

- those in schools with a medium or low percentage of learners with ALN to express confidence that the curriculum was being realised in a way that supported progression in some specific aspects of CfW
- those in schools with a low percentage of learners with ALN to report that some aspects of CfW had been incorporated in teaching practice at their school

Senior leaders in schools with a medium percentage of learners with ALN were more likely than:

- those in schools with a high percentage of learners with ALN to report that some aspects of CfW had been incorporated into teaching practice

- those in schools with a low percentage of learners with ALN to express confidence in some of their curriculum leadership abilities
- those in schools with a low percentage of learners with ALN to report involvement in some types of collaboration on curriculum design

Senior leaders in schools with a low percentage of learners with ALN were more likely than those in schools with a high percentage of learners with ALN to report that pedagogical practices in their school reflected some aspects of CfW.

Teachers in schools with a low percentage of learners with ALN were more likely than:

- those in schools with a medium percentage of learners with ALN to report involvement in some types of collaboration on curriculum design
- those in schools with a high percentage of learners with ALN to express positive views on some aspects of professional learning and progression and assessment practices
- those in schools with a medium or high percentage of learners with ALN to report that some aspects of CfW had been incorporated in teaching practice at their school

Percentage of learners eligible for FSM in respondents' schools

Senior leaders in schools with a high percentage of learners eligible for FSM were more likely than those in schools with a medium percentage of learners eligible for FSM to:

- report that several aspects of CfW were incorporated in teaching practice at their school
- be confident that the curriculum was supporting progress in some specific aspects of the CfW
- report there was a shared understanding of some aspects of CfW among staff at their school

Senior leaders in schools with a high percentage of learners eligible for FSM were also more likely than those in schools with a low or medium percentage of learners eligible for FSM to express confidence that some of their pedagogical practices reflected CfW and to express positive views on their own contribution to the curriculum at their school.

In contrast, there were relatively few notable differences in the responses of teachers according to the percentage of learners eligible for FSM in their school and, where

differences were present, there was no consistent pattern in the responses according to the percentage of learners eligible for FSM in teachers' schools.

Percentage of Black, Asian and minority ethnic learners in respondents' schools

Senior leaders from schools with a high or medium percentage of minority ethnic learners generally responded more positively to most survey questions than those with a low percentage of minority ethnic learners. Specifically, senior leaders from schools with a medium or high percentage of minority ethnic learners were more likely than those with a low percentage of minority ethnic learners to:

- report that several aspects of CfW had been incorporated in teaching practice at their school and
- express confidence that the curriculum was being realised in a way that supported progression in some specific aspects of CfW.

Senior leaders from schools with a medium percentage of minority ethnic learners were also more likely than those in schools with a low percentage of minority ethnic learners to express confidence in some aspects of their own curriculum leadership abilities.

In contrast, teachers from schools with a low percentage of minority ethnic learners were more likely than those in schools with a high percentage of minority ethnic learners to report that some aspects of CfW had been incorporated into teaching practice at their school and to express confidence that the curriculum was being realised in a way that supported progression in some specific aspects of CfW.

Part A: Senior leader survey findings

6. Commitment to curriculum change (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their commitment to curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales”
- “I am always an advocate for the Curriculum for Wales when talking with colleagues”
- “I consider the Curriculum for Wales to be much better than the previous curriculum”

Respondents were then offered the opportunity to expand on their response in an open-text box.

Summary of findings: commitment to curriculum change (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their commitment to curriculum change. For two of the three statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the statements, the highest level of disagreement (17%) was in relation to whether senior leaders considered CfW to be much better than the previous curriculum.

Findings: commitment to curriculum change (senior leaders)

All senior leaders

A vast majority of senior leaders indicated their agreement with the following statements:

- “I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales” (94% agree, 2% disagree)

The majority of senior leaders indicated their agreement with the following statements:

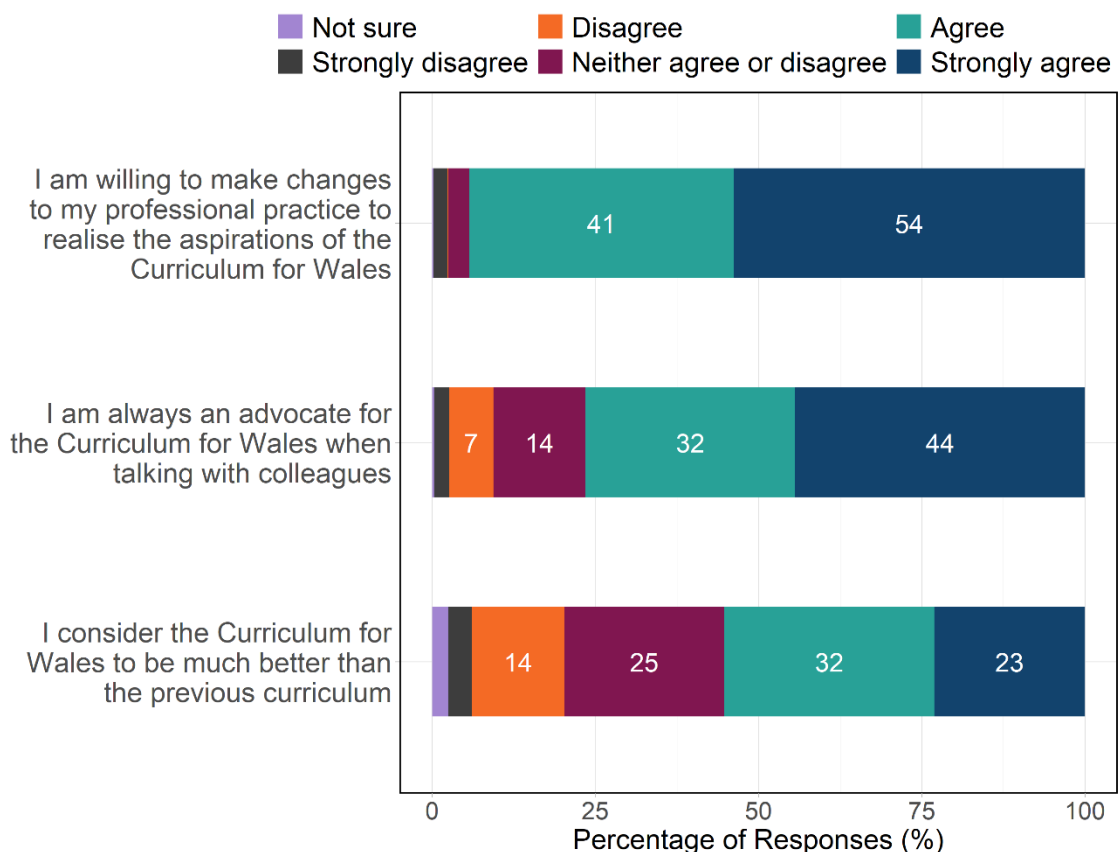
- “I am always an advocate for the Curriculum for Wales when talking with colleagues” (77% agree, 9% disagree)

Around half of senior leaders indicated their agreement with the following statements:

- “I consider the Curriculum for Wales to be much better than the previous curriculum” (55% agree, 18% disagree)

Figure 1: Commitment to curriculum change

SL responses to the question: To what extent do you agree with the following statements?



Open-text responses: commitment to curriculum change (senior leaders)

Among the senior leader respondents who completed the optional open-text question (193 out of 449 who responded to the closed survey question), commonly raised themes included:

- that they liked the flexibility and freedom to design their own curriculum. Comments included liking the autonomy to suit the needs of their learners, the opportunity to personalise a local curriculum as well as providing more creativity for staff to teach more innovative and exciting lessons
- that they liked the concept of CfW and felt that it had good potential. Comments included liking the vision and aspirations of CfW, but feeling the vision was difficult to realise in the current climate of budget deficits, increasing presentation of complex needs in learners, capacity of staff and limited time for INSET days and realisation. Comments also included lack of direction in terms of assessment and support for teachers to realise CfW
- that there was a need for either more or better guidance either in general or specifically more examples of what the curriculum should look like
- a call for clearer guidance and direction on assessment and progression as well as concerns about lack of standardisation in assessment practices and a perception that ambiguity around assessment and progression had led to an increased workload
- concerns about CfW or education more broadly. Concerns raised were varied and included CfW being too vague and open to interpretation, increased workload, inconsistent approaches to realising the curriculum and a lack of standardisation across schools and educational standards more broadly

7. Knowledge about curriculum change (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their knowledge about curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “The reasons for reforming the curriculum are clear to me”
- “I understand my role in implementing the Curriculum for Wales”
- “I am clear on what has changed in Curriculum for Wales compared to the previous curriculum”
- “I can explain to others the main elements of the Curriculum for Wales”

Summary of findings: Knowledge about curriculum change (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their knowledge about curriculum change. For all of the statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the statements, the highest level of disagreement was in relation to senior leaders being clear about the reasons for reforming the curriculum, with 10% disagreeing that the reasons were clear.

Findings: Knowledge about curriculum change (senior leaders)

All senior leaders

The vast majority of senior leaders indicated their agreement with the following statements:

- “I can explain to others the main elements of the Curriculum for Wales” (92% agree, 4% disagree)

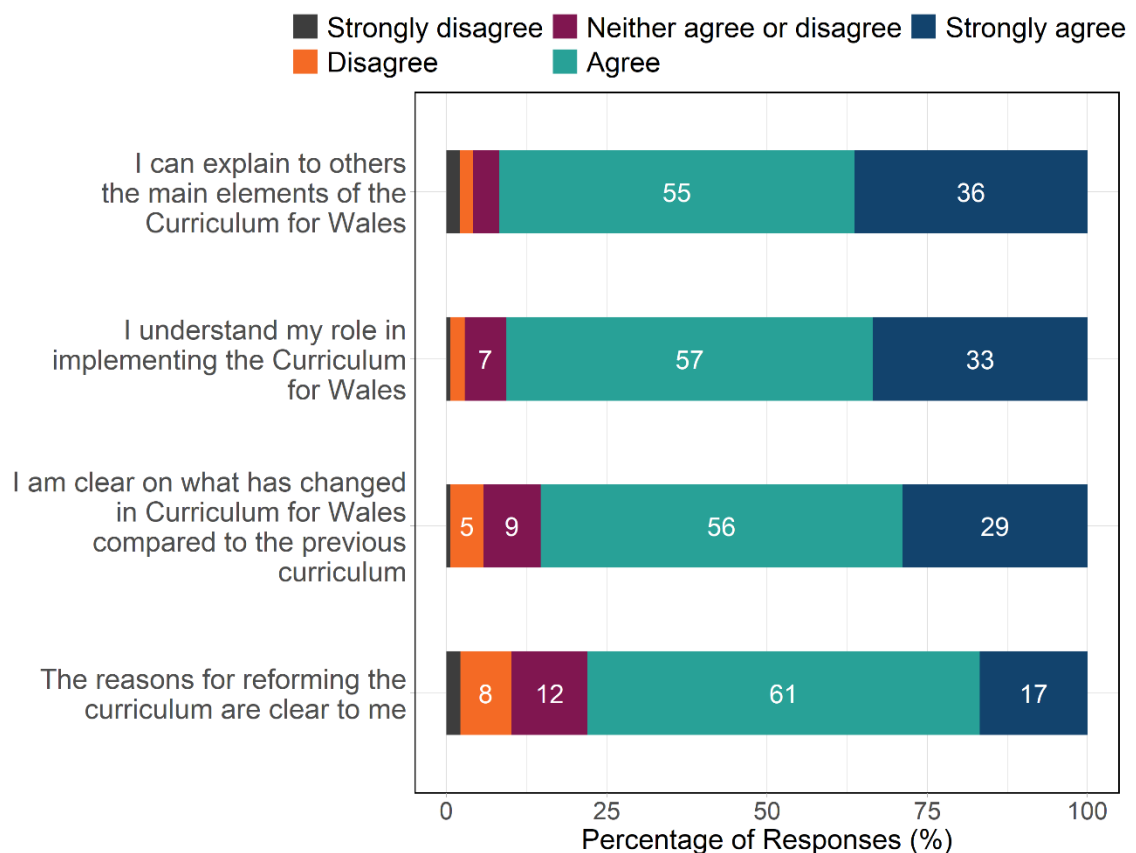
- “I understand my role in implementing the Curriculum for Wales” (91% agree, 3% disagree)
- “I am clear on what has changed in Curriculum for Wales compared to the previous curriculum” (85% agree, 6% disagree)

The majority of senior leaders indicated their agreement with the following statements:

- “The reasons for reforming the curriculum are clear to me” (78% agree, 10% disagree)

Figure 2: Knowledge about curriculum change

SL responses to the question: To what extent do you agree with the following statements?



8. Understanding of curriculum change (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their understanding of curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “I understand how I should change my practice in response to the Curriculum for Wales”
- “I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales”
- “I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales”

Summary of findings: Understanding of curriculum change (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their understanding of curriculum change. For two of the three statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the statements, the highest percentage of disagree and strongly disagree responses was in relation to senior leaders’ understanding of the requirements for planning assessment arrangements, with 24% disagreeing that they understood what their school was required to do regarding assessment arrangements.

Findings: Understanding of curriculum change (senior leaders)

All senior leaders

The vast majority of senior leaders indicated their agreement with the following statements:

- “I understand how I should change my practice in response to the Curriculum for Wales” (86% agree, 6% disagree)

The majority of senior leaders indicated their agreement with the following statements:

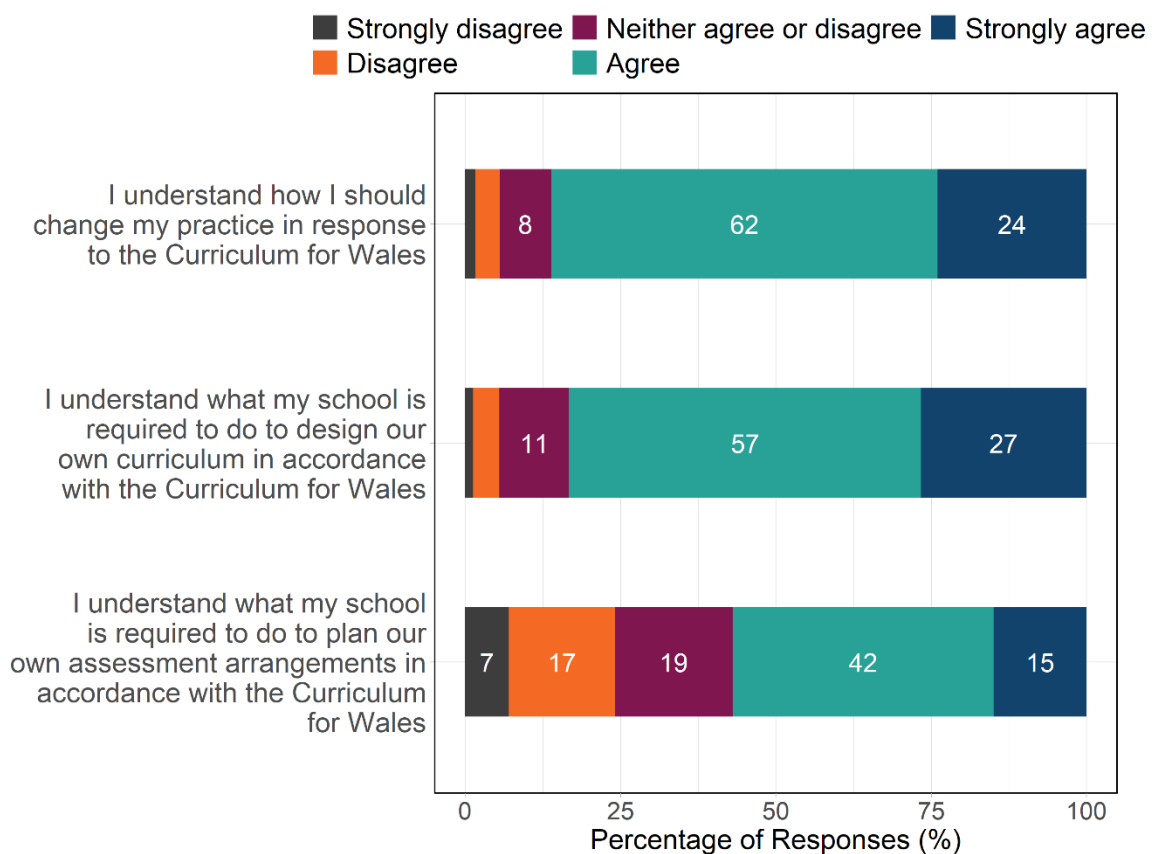
- “I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales” (83% agree, 6% disagree)

Around half of senior leaders indicated their agreement with the following statements:

- “I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales” (57% agree, 24% disagree)

Figure 3: Understanding of curriculum change

SL responses to the question: To what extent do you agree with the following statements?



9. Capability to act in ways that realise curriculum change (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their capability, or that of teachers at their school (see Chapter 2 for information about the question variants presented to teaching and non-teaching senior leaders), to act in ways that realise curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, teaching senior leaders were asked to what extent they agreed with the following statements:

- “I am confident I have the skills I need”
- “I am confident of my subject knowledge”
- “I am confident of my pedagogical knowledge”
- “I am confident I am able to provide authentic and purposeful experiences for learners”
- “I am confident supporting learners to make connections between subjects and areas of learning and experience”
- “I am confident of my own curriculum design expertise”
- “I am confident of my own assessment design expertise”
- “I am confident of my ability to adapt my professional practice”

Non-teaching senior leaders (senior leaders who said they did not also have teaching responsibilities or support with teaching) were asked to what extent they agreed with the following statements:

- “At my school, I am confident teachers...”
 - “have the skills they need”
 - “have the subject knowledge they need”
 - “have the pedagogical knowledge they need”
 - “are able to provide authentic and purposeful experiences for learners”

- “can support learners to make connections between subjects and areas of learning and experience”
- “have the curriculum design expertise they need”
- “have the assessment design expertise they need”
- “have the ability to adapt their professional practice”

Summary of findings: capability to act in ways that realise curriculum change (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their confidence in their own or the staff at their settings' capabilities to act in ways that realise curriculum change. For all but two of the statements, the majority of senior leaders (over 58%) either agreed or strongly agreed.

Out of all the statements, the highest percentage of disagree or strongly disagree responses was in relation to the confidence of senior leaders in their own capability - or that of practitioners in their setting - in curriculum design expertise and assessment design expertise.

Non-teaching senior leaders demonstrated the greatest concern with regards to this: 32% disagreed that teachers at their school have the assessment design expertise and 25% disagreed that teachers at their school have the curriculum design expertise needed to realise curriculum change.

Common themes emerged from respondents who provided responses to the optional open-text question which formed part of the question. For example, one theme was a need for more support, clarity, and direction around assessment, including a feeling that the perceived ambiguity around assessment had led to an increased workload and had also made it difficult to explain approaches to assessment and progression to parents/carers.

Findings: capability to act in ways that realise curriculum change (senior leaders)

Teaching senior leaders

A vast majority of teaching senior leaders indicated their agreement with the following statements:

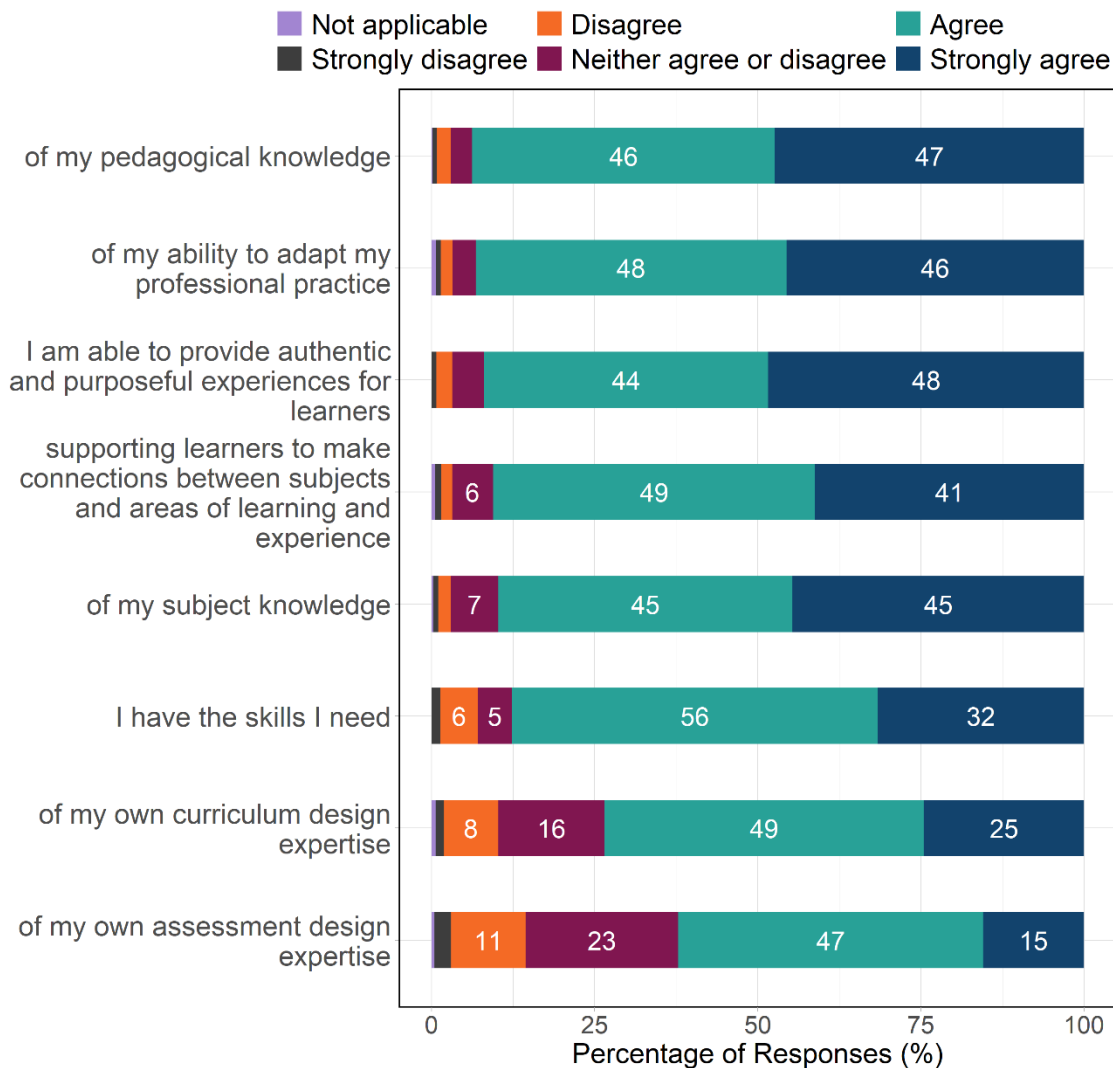
- “I am confident of my pedagogical knowledge” (94% agree, 3% disagree)
- “I am confident of my ability to adapt my professional practice” (93% agree, 3% disagree)
- “I am confident of my ability to provide authentic and purposeful experiences for learners” (92% agree, 3% disagree).
- “I am confident of my subject knowledge” (90% agree, 3% disagree)
- “I am confident supporting learners to make connections between subjects and areas of learning and experience” (91% agree, 3% disagree)
- “I am confident I have the skills I need” (88% agree, 7% disagree)

The majority of teaching senior leaders indicated their agreement with the following statements:

- “I am confident of my own curriculum design expertise” (73% agree, 10% disagree)
- “I am confident of my own assessment design expertise” (62% agree, 14% disagree)

Figure 4: Capability to act in ways that realise curriculum change (teaching senior leaders)

Teaching senior leaders' responses to the question: Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? I am confident...



Non-teaching senior leaders

A vast majority of non-teaching senior leaders indicated their agreement with the following statements:

- “At my school, I am confident teachers are able to provide authentic and purposeful experiences for learners” (88% agree, 5% disagree)
- “At my school, I am confident teachers have the skills they need” (88% agree, 3% disagree)

- “At my school, I am confident teachers can support learners to make connections between subjects and areas of learning and experience” (86% agree, 5% disagree)

The majority of non-teaching senior leaders indicated their agreement with the following statements:

- “At my school, I am confident teachers have the ability to adapt their professional practice” (84% agree, 4% disagree)
- “At my school, I am confident teachers have the pedagogical knowledge they need” (83% agree, 7% disagree)
- “At my school, I am confident teachers have the subject knowledge they need” (79% agree, 6% disagree)

Around half of non-teaching senior leaders indicated their agreement with the following statement:

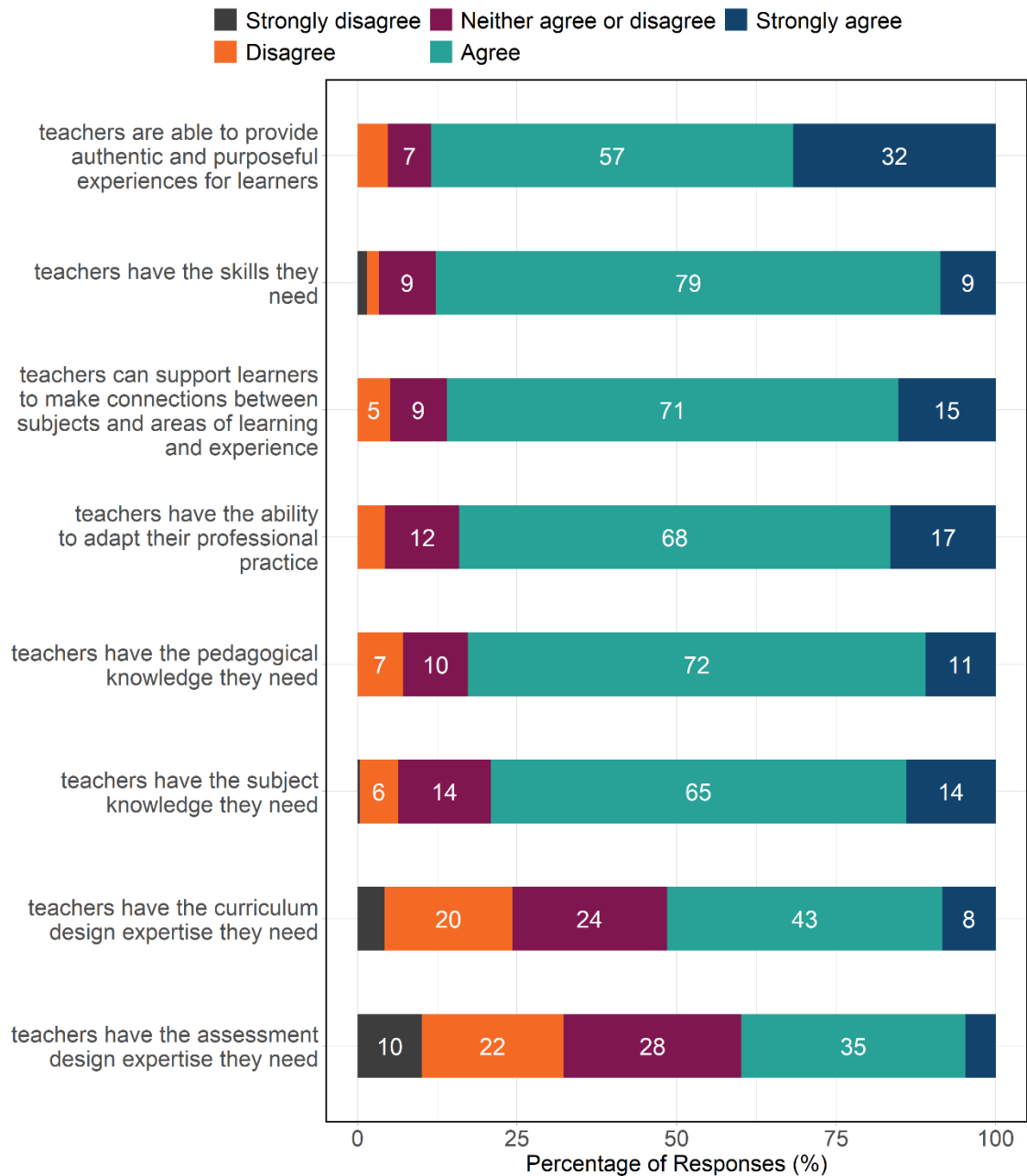
- “At my school, I am confident teachers have the curriculum design expertise they need” (52% agree, 24% disagree)

A minority of non-teaching senior leaders indicated their agreement with the following statement:

- “At my school, I am confident teachers have the assessment design expertise they need” (40% agree, 32% disagree)

Figure 5: Capability to act in ways that realise curriculum change (non-teaching senior leaders)

For non-teaching SL responses to the question: Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident...



Open-text responses: capability to act in ways that realise curriculum change (senior leaders)

Among the senior leader respondents who provided responses to the optional open-text question (73 of 325 senior leaders), commonly raised themes included:

- confidence in skills and knowledge, including being able to adapt to the requirements of CfW due to their experience, having time to research, access to high-quality professional learning, and continuous engagement with other colleagues and schools regarding CfW
- a need for more support, clarity, and direction around assessment, including a feeling that the perceived ambiguity around assessment had led to an increased workload and had also made it difficult to explain approaches to assessment and progression to parents/carers.
- a lack of time and resources to realise CfW properly, including a lack of time to talk to colleagues and other schools to review CfW guidance documents and produce materials that reflected the requirements of CfW
- a lack of financial resources, including a lack of funds for releasing staff for professional learning, support staff who could enable them to spend time on developing the curriculum well and for providing authentic experiences for learners
- a need for either more or better guidance, either in general or specifically more examples of what the curriculum should look like
- concerns about CfW or education more broadly, including increased workload, inconsistent realisation, a lack of standardisation across schools, and educational standards more broadly

10. Wellbeing (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about wellbeing^[Footnote 12]. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “My school is a good place to work”
- “I am satisfied with my job”
- “I am satisfied with my work life balance”
- “My work as an educator is meaningful”
- “My relationships with learners are rewarding to me”
- “My relationships with colleagues are supportive”
- “I feel I can be myself with colleagues at work”

Summary of findings: wellbeing (senior leaders)

Senior leaders generally agreed with most of the statements in the question, indicating their positive outlook with respect to their wellbeing and working environments. For five of the six statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the statements, the highest percentage of disagree or strongly disagree responses was in relation to senior leaders’ views on their satisfaction with their work life balance, with 56% disagreeing that they were satisfied with their work life balance.

[12] This theme was described as “Working environment” in the questionnaire.

Findings: wellbeing (senior leaders)

All senior leaders

The vast majority of senior leaders indicated their agreement with the following statements:

- “My relationships with learners are rewarding to me” (98% agree, 0% disagree)
- “My relationships with colleagues are supportive” (94% agree, 1% disagree)
- “My school is a good place to work” (93% agree, 3% disagree)
- “My work as an educator is meaningful” (90% agree, 2% disagree)

The majority of senior leaders indicated their agreement with the following statements:

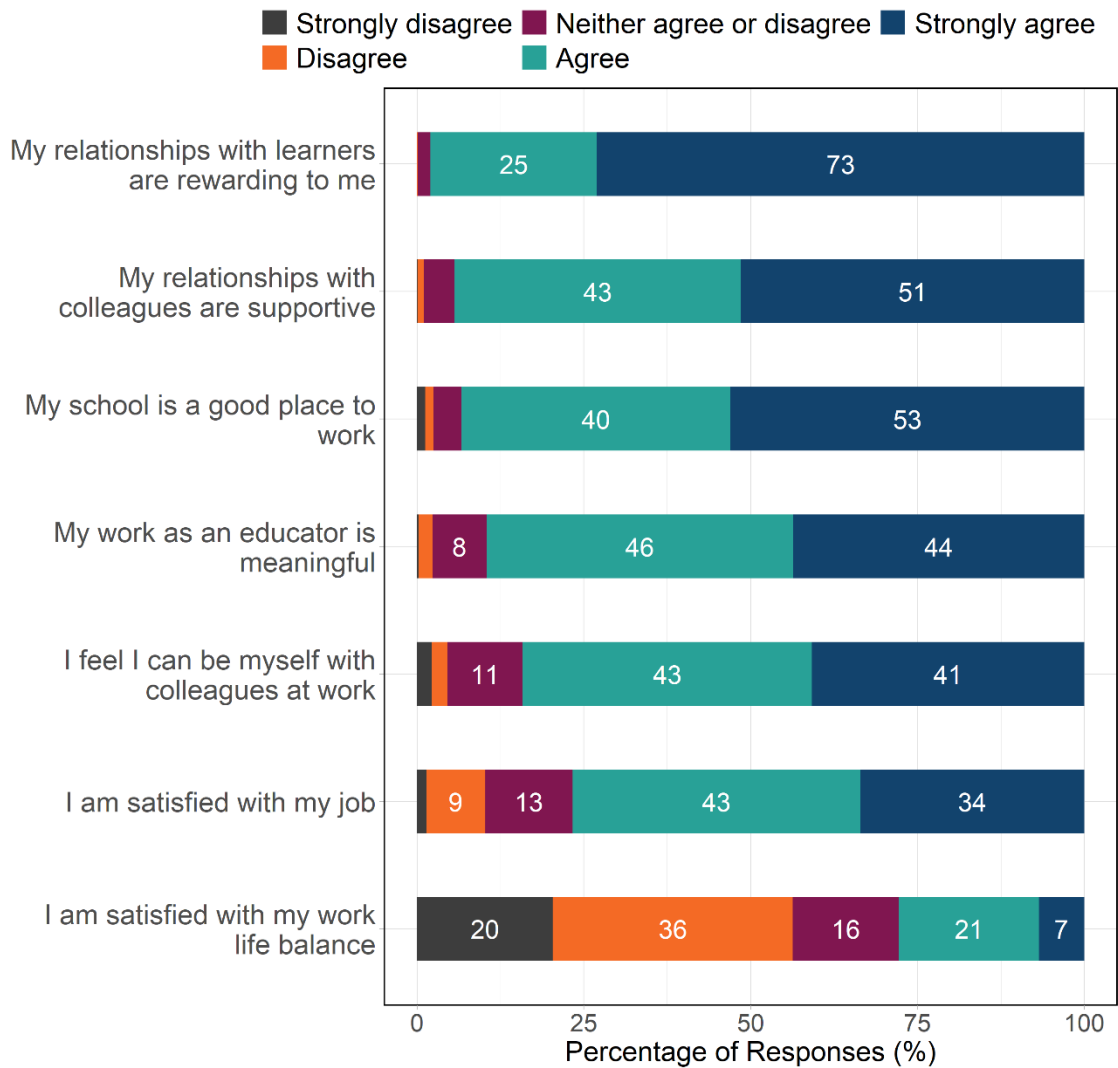
- “I feel I can be myself with colleagues at work” (84% agree, 5% disagree)
- “I am satisfied with my job” (77% agree, 10% disagree)

A minority of senior leaders indicated their agreement with the following statements:

- “I am satisfied with my work life balance” (28% agree, 56% disagree)

Figure 6 Senior leader and practitioner wellbeing

SL responses to the question: Thinking about your work at your school, to what extent do you agree with the following statements?



11. Curriculum leadership efficacy (senior leaders)

Senior leaders only were asked how confident they felt in relation to a series of aspects of curriculum leadership efficacy. Response options ranged from “not at all confident” to “extremely confident”. Specifically, respondents were asked how confident they felt, as a leader, in their ability to:

- “influence others’ commitment to curriculum change”
- “develop others’ understanding of how to respond to CfW”
- “support others to develop their teaching and learning”
- “find solutions to challenges in curriculum design and implementation”
- “lead curriculum discussions that support curriculum improvement”
- “ensure a strategic approach so that curriculum aspirations are met”
- “improve curriculum practices based on robust evaluation”
- “connect people to collaborate on curriculum and assessment design”

Summary of findings: Curriculum leadership efficacy (senior leaders)

Senior leaders generally felt confident with respect to the statements in the question, indicating their confidence in curriculum leadership efficacy. For all but one of the statements, the majority of senior leaders (meaning over 58%) were either very or extremely confident.

Senior leaders were least confident regarding their ability to connect people to collaborate on curriculum and assessment design with 12% of respondents indicating they were not confident. Non-teaching senior leaders were more likely to be confident in their ability to influence others commitment to curriculum change and ensuring a strategic approach

Findings: Curriculum leadership efficacy (senior leaders)

All senior leaders

The majority of senior leaders indicated confidence in relation to their ability as a leader to:

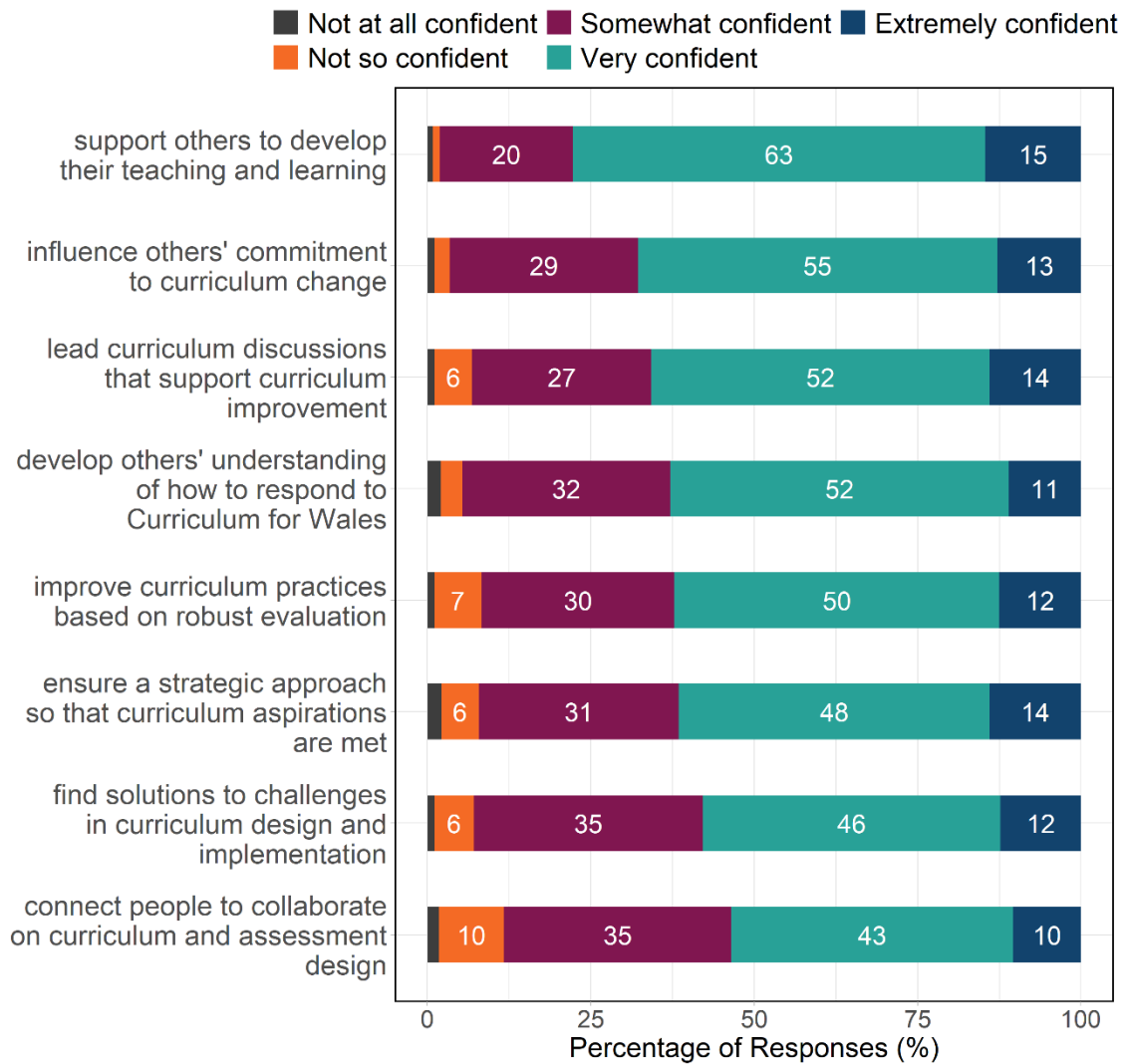
- “support others to develop their teaching and learning” (78% very or extremely confident, 2% not or not so confident)
- “influence others' commitment to curriculum change” (68% very or extremely confident, 3% not or not so confident)
- “lead curriculum discussions that support curriculum improvement” (66% very or extremely confident, 7% not or not so confident)
- “develop others' understanding of how to respond to CfW” (63% very or extremely confident, 5% not or not so confident)
- “improve curriculum practices based on robust evaluation” (62% very or extremely confident, 8% not or not so confident)
- “ensure a strategic approach so that curriculum aspirations are met” (62% very or extremely confident, 8% not or not so confident)
- “find solutions to challenges in curriculum design and implementation” (58% very or extremely confident, 7% not or not so confident)

Around half of senior leaders indicated confidence in relation to their ability, as a leader, to:

- “connect people to collaborate on curriculum and assessment design” (54% very or extremely confident, 12% not or not so confident)

Figure 7: Capability to act in ways that realise curriculum change

SL responses to the question: As a leader, how confident do you feel in your ability to...?



12. Collaboration on curriculum design (senior leaders)

Survey respondents were asked to what extent there had been collaboration with different groups on curriculum design at their school. Response options ranged from “No collaboration” to “A great deal of collaboration”. Specifically, respondents were asked to what extent there had been collaboration:

- “between teachers”^[Footnote 13]
- “with primary schools”
- “with secondary schools”
- “with special schools” ^[Footnote 14]
- “with PRUs or other EOTAS providers”
- “with nursery settings”
- “with governors”
- “with learners”
- “with parents/carers”
- “with Higher Education institutions”
- “with businesses or employers”
- “with other organisations/institutions”

Respondents were subsequently asked to what extent they agreed with the following statements relating to how collaboration had taken place in their school (response options ranged from “Strongly agree” to “Strongly disagree”:

- “Teachers are consistently involved in discussion/decisions about pedagogy”
- “Opportunities are provided for teachers to initiate change”

[13] An information box next to this option in the survey noted “including teachers, senior leaders and teaching assistants”

[14] An information box next to the “with primary schools”, “with secondary schools” and “with special schools” options in the survey noted “including those in your school cluster or outside your school cluster”

- “Teachers assume shared responsibility and accountability for learner progress”
- “Teachers are actively involved in maintaining high expectations to increase learner achievement”
- “Leaders at this school consider advice from teachers when making decisions”
- “Leadership is nurtured and distributed among teachers”

Summary of findings: Collaboration on curriculum design (senior leaders)

The vast majority of senior leaders indicated there had been collaboration between teachers, with learners and with parents/carers on curriculum design. Senior leaders indicated there had been collaboration with most of the suggested partners. For 7 of the 12 of the statements, over 50% of senior leaders reported some or a great deal of collaboration.

In terms of the nature of collaboration, the vast majority of senior leaders agreed that:

- teachers were actively involved in maintaining high expectations to increase learner achievement
- leaders at their school considered advice from teachers when making decisions
- teachers were consistently involved in discussion/decisions about pedagogy
- opportunities were provided for teachers to initiate change
- leadership was nurtured and distributed among teachers
- teachers assumed shared responsibility and accountability for learner progress

Findings: Collaboration on curriculum design (senior leaders)

All senior leaders

The vast majority of senior leaders indicated there had been collaboration with the following groups:

- “with learners” (99% indicated collaboration, 1% indicated no collaboration)

- “between teachers” (98% indicated collaboration, 2% indicated no collaboration)
- “with parents and carers” (94% indicated collaboration, 6% indicated no collaboration)
- “with primary schools” (93% indicated collaboration, 6% indicated no collaboration)
- “with governors” (93% indicated collaboration, 6% indicated no collaboration)

The majority of senior leaders indicated there had been collaboration with the following group:

- “with secondary schools” (78% indicated collaboration, 20% indicated no collaboration)

Around half of senior leaders indicated there had been collaboration with the following groups:

- “with other organisations/institutions” (57% indicated collaboration, 36% indicated no collaboration)
- “with nursery settings” (48% indicated collaboration, 48% indicated no collaboration)
- “with businesses or employers” (47% indicated collaboration, 48% indicated no collaboration)

A minority of senior leaders indicated there had been collaboration with the following groups:

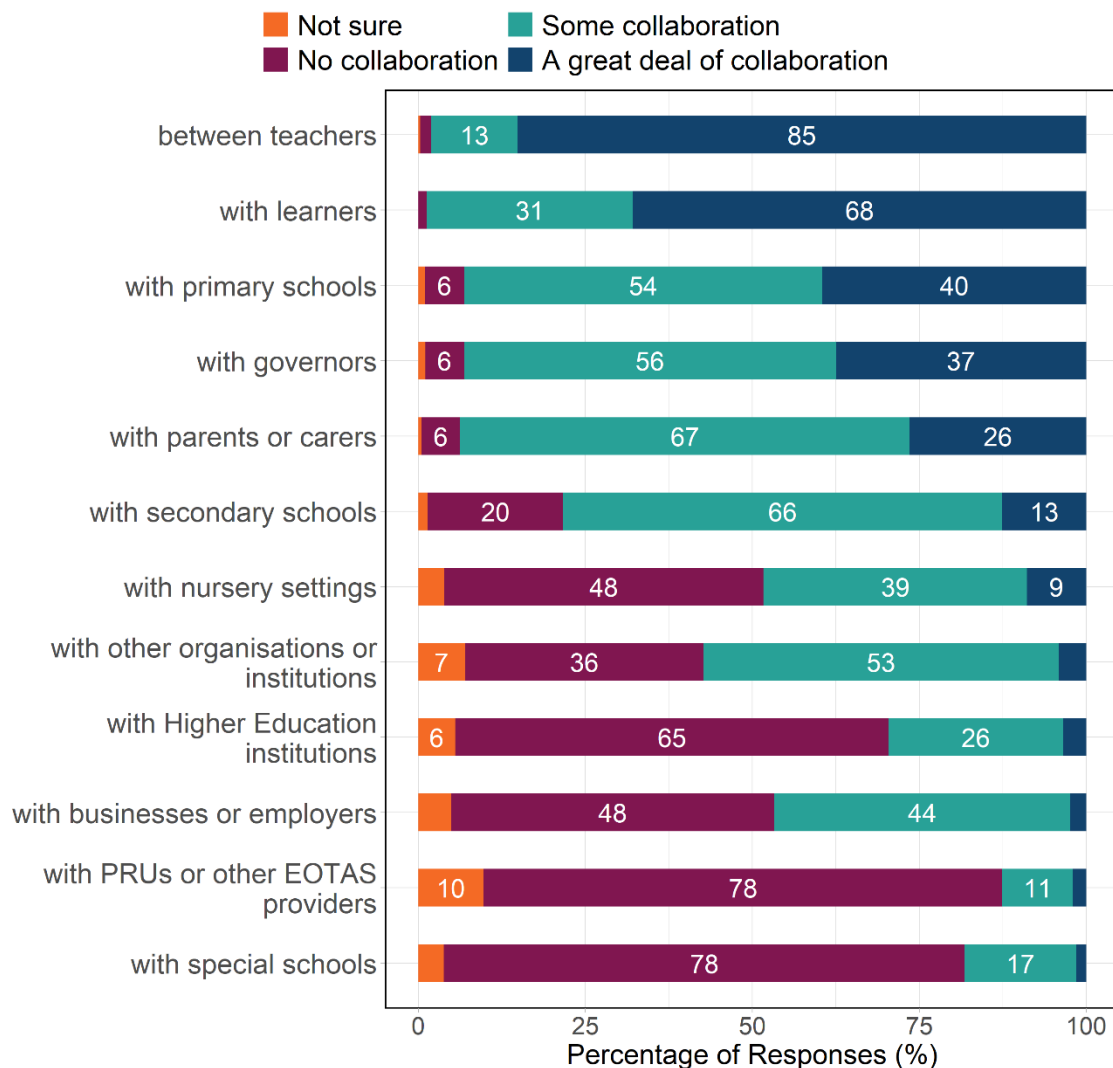
- “with Higher Education institutions” (30% indicated collaboration, 65% indicated no collaboration)
- “with Special schools” (18% indicated collaboration, 78% indicated no collaboration)

A small minority of senior leaders indicated there had been collaboration with the following group:

- “with PRUs or other EOTAS providers” (13% indicated collaboration, 78% indicated no collaboration)

Figure 8: Collaborating on curriculum design

SL responses to the question: In designing the curriculum at your school, to what extent has there been collaboration...?



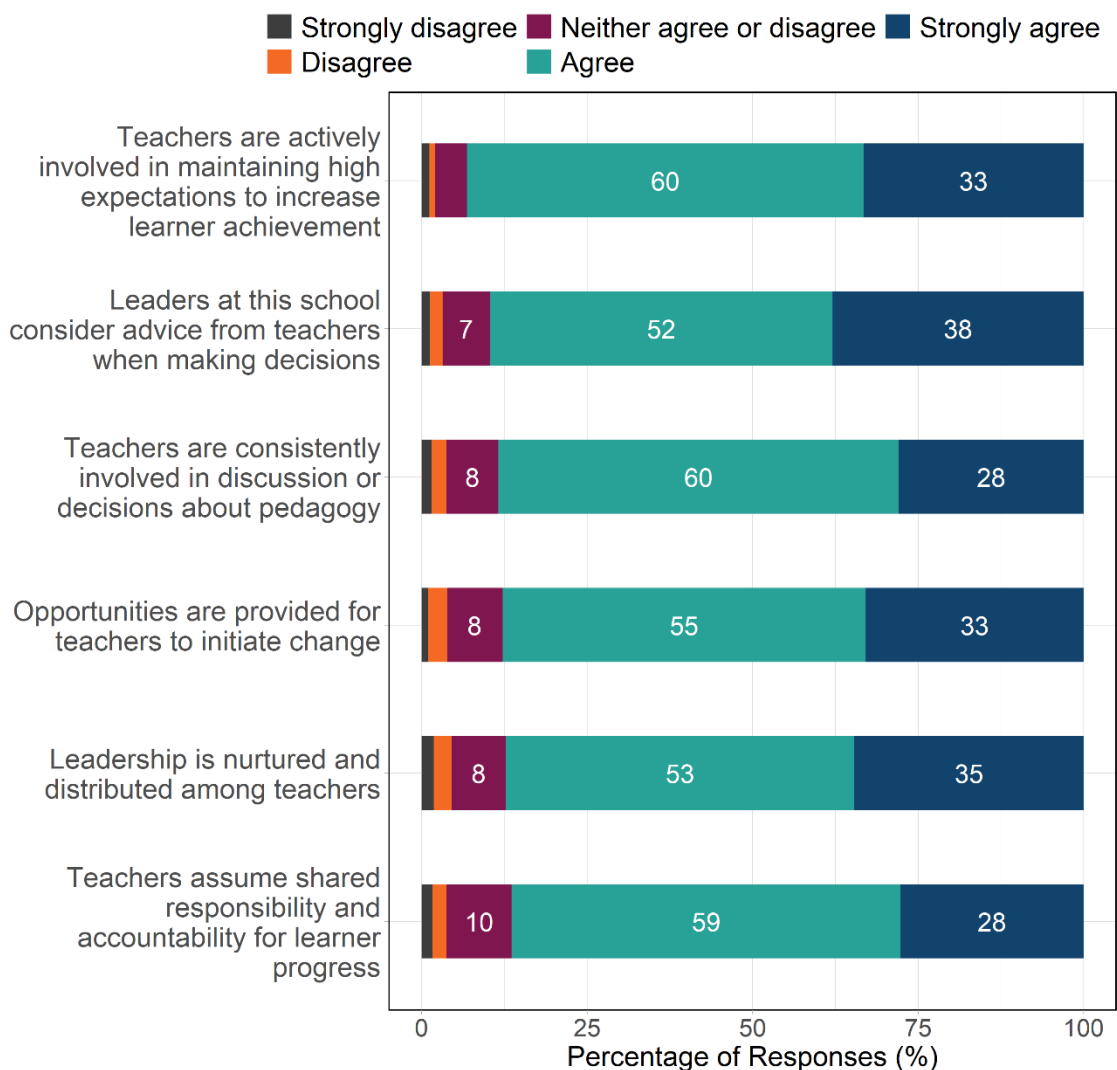
The vast majority of senior leaders indicated their agreement with the following statements:

- “Teachers are actively involved in maintaining high expectations to increase learner achievement” (93% agreed, 2% disagreed)
- “Leaders at this school consider advice from teachers when making decisions” (90% agreed, 3% disagreed)
- “Teachers are consistently involved in discussion/decisions about pedagogy” (88% agreed, 4% disagreed)
- “Opportunities are provided for teachers to initiate change” (88% agreed, 4% disagreed)

- “Leadership is nurtured and distributed among teachers” (87% agreed, 5% disagreed)
- “Teachers assume shared responsibility and accountability for learner progress” (86% agreed, 4% disagreed)

Figure 9: Collaborating on curriculum design

SL responses to the question: In relation to teachers and senior leaders at your school, to what extent do you agree with the following statements?



13. Shared understanding of aspects of CfW (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about whether there was a shared understanding of various aspects of the curriculum among staff in their school. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed that, among staff at their school, there was a shared understanding of:

- “learner progression”
- “what it means to have an inclusive curriculum”
- “how our curriculum supports learners to develop in the ways described by the four purposes”

Summary of findings: Shared understanding of aspects of CfW (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their view that there is a shared understanding of these aspects of CfW amongst staff at their school. For all statements, the majority of senior leaders (meaning over 58%) either agreed or strongly agreed with no more than 7% disagreeing or strongly disagreeing

Senior leaders were more likely than non-senior leaders to agree that there is a shared understanding of what it means to have an inclusive curriculum and of how their curriculum supports learners’ development in line with the four purposes

Findings: Shared understanding of aspects of CfW (senior leaders)

All senior leaders

The vast majority of senior leaders indicated their agreement with the following statements:

- “what it means to have an inclusive curriculum” (87% agree, 3% disagree)

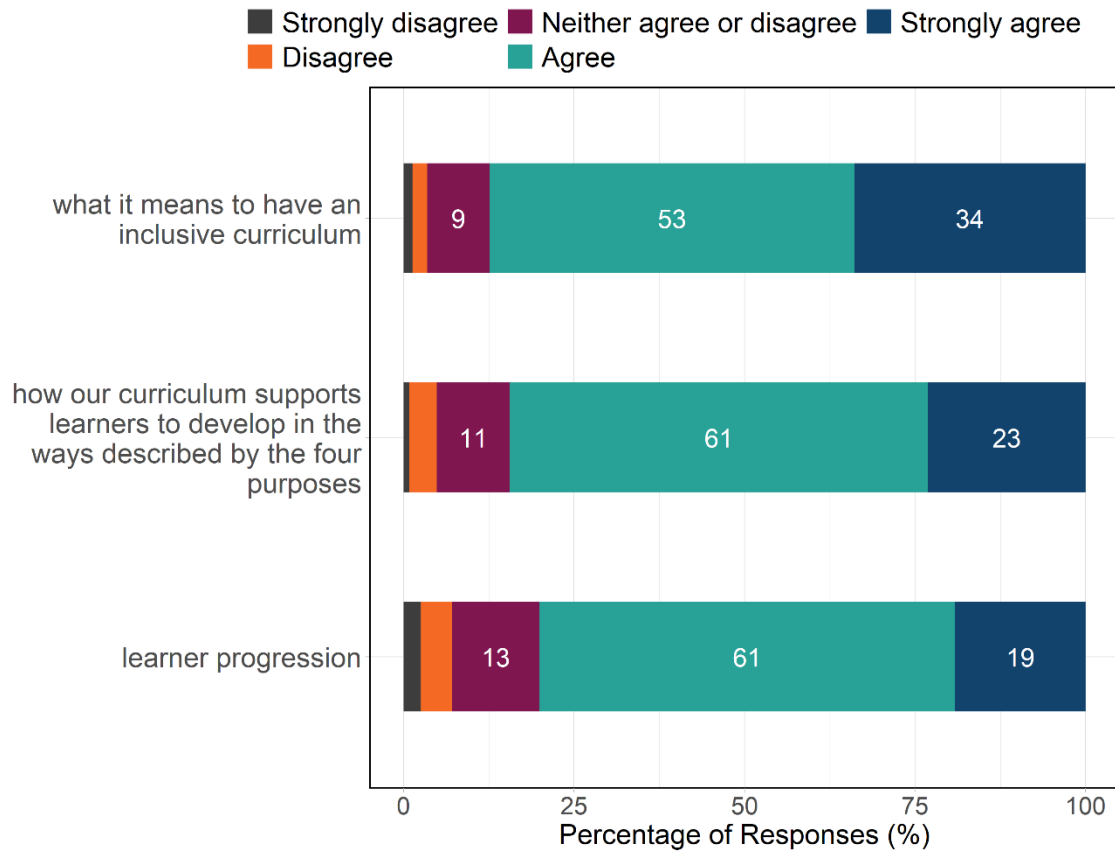
The majority of senior leaders indicated their agreement with the following statements:

- “how our curriculum supports learners to develop in the ways described by the four purposes” (84% agree, 5% disagree)

- “learner progression” (80% agree, 7% disagree)

Figure 10: Shared understanding of aspects of CfW

SL responses to the question: In relation to teachers, senior leaders and those who assist with teaching at your school, among staff at my school there is a shared understanding of...?



14. Professional learning and support (headteachers and senior leaders)

Those with a main role of headteacher or senior leader were asked to what extent they agreed with a series of statements about the professional learning or support available to them in responding to CfW.^[Footnote 15] This included professional learning or support which had been provided in-school, externally or online by teachers and others (for example local authority, regional consortium or partnership). Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “I have access to high-quality professional learning”
- “I have been involved in enough professional learning to meet my needs”
- “The professional learning I have been involved in has all been high-quality, in my view”
- “The school-level guidance, support and resources I have used has met my needs”
- “Support from education support partners has met my needs”¹⁶
- “The broader guidance (for example on Hwb), support and resources I have used has met my needs”¹⁷
- “I have access to appropriate support from my school’s governing body or PRU’s management committee”

Summary of findings: Professional learning and support (senior leaders)

Those with a main role of headteacher or senior leader generally agreed with the statements in the question, indicating their view that there is professional learning and

[15] In this section, senior leaders are defined as respondents with a main role of headteacher, deputy or assistant head (99% of whom also identified as being members of their school’s senior leadership team).

[16] An information box next to this option noted “e.g. Education support partners could include your local authority, regional consortium or partnership”

[17] An information box next to this option noted “This could include the CfW Framework guidance on Hwb or support delivered by regional consortia or local authorities”

support available to them. The majority of teaching senior leaders agreed that they had been involved in enough professional learning to meet their needs and that they had access to high-quality professional learning. For 6 of the 7 statements, at least 50% of headteachers and senior leaders either agreed or strongly agreed.

Out of all the statements, the highest percentages of disagree and strongly disagree responses were in relation to the quality of the professional learning received, with 24% of respondents disagreeing that the learning has all been high-quality.

Headteachers and senior leaders with 31 or more years' experience in education were more likely than those with 11 to 30 years' experience to agree with all statements on professional learning, except for the statement regarding support from education support partners

Findings: Professional learning and support (headteachers and senior leaders)

Headteachers and senior leaders

The majority of respondents with a main role of headteacher or senior leader indicated their agreement with the following statements:

- “I have access to appropriate support from my school’s governing body or PRU’s management committee” (64% agreed, 10% disagreed)
- “I have been involved in enough professional learning to meet my needs” (62% agreed, 19% disagreed)
- “I have access to high-quality professional learning” (59% agreed, 15% disagreed)

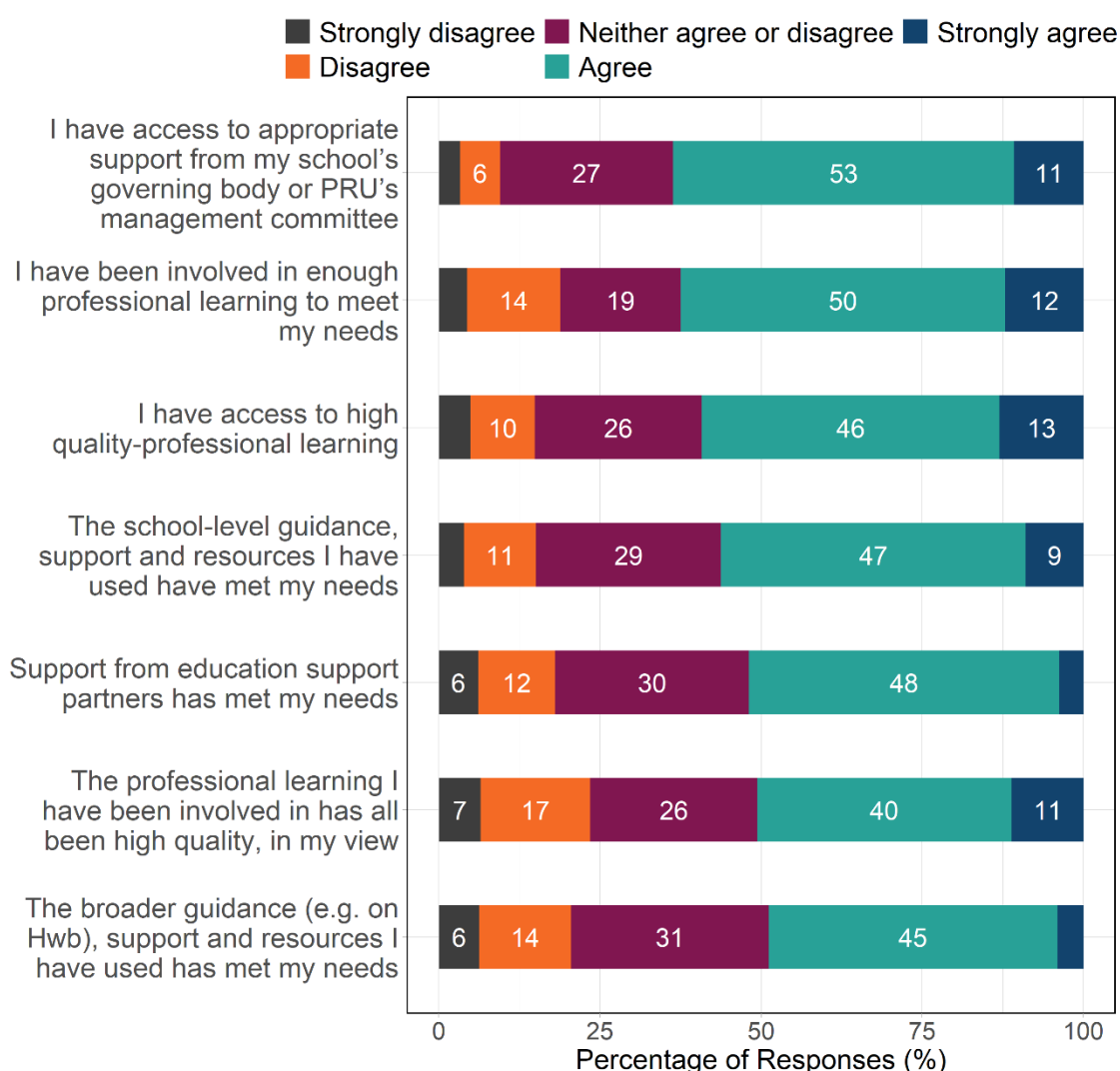
Around half of headteachers and senior leaders indicated their agreement with the following statements:

- “The school-level guidance, support and resources I have used has met my needs” (56% agreed, 15% disagreed)
- “Support from education support partners has met my needs” (52% agreed, 18% disagreed)

- “The professional learning I have been involved in has all been high-quality, in my view” (51% agreed, 24% disagreed)
- “The broader guidance (for example on Hwb), support and resources I have used has met my needs” (49% agreed, 21% disagreed)

Figure 11: Professional learning and support (headteachers and senior leaders)

Survey respondents with a main role of headteacher and senior leader responses to the question: To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?



15. System support (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about how the education system helped support their realisation of CfW. Response options

ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “The school inspection system is well-suited to supporting the Curriculum for Wales”
- “The approach to developing new qualifications for learners aged 14-16 aligns with CfW”
- “There is sufficient funding allocated to supporting work on the CfW”
- “There is sufficient time allocated to supporting work on the CfW”
- “There is quality leadership across the education system to support the CfW”^[Footnote 18]
- “The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the CfW”
- “There is sufficient information available to me to enable effective self-evaluation to support the implementation of CfW”^[Footnote 19]

Summary of findings: System support (senior leaders)

Senior leaders had mixed views in relation to statements about their views on the education system and how it supports the realisation of CfW. For 3 of the 7 statements around half (42 to 58%) of senior leaders either agreed or strongly agreed and for the remaining statements a minority (up to 42%) agreed.

Out of all the statements, the highest percentage disagree and strongly disagree responses was in relation to senior leaders’ views on funding received, with 82% disagreeing that there was sufficient funding allocated to supporting work on the CfW.

[18] An information note was provided for this option noting “the 'education system' refers to the role of Welsh Government, local authorities, regional consortia / partnerships, Estyn and other stakeholders in supporting schools”.

[19] An information note was provided for this option noting “Such information could include guidance such as the 'National resource: evaluation and improvement', and/or data about your school (collated by your school or other partners)”.

Findings: System support (senior leaders)

All senior leaders

Around half of senior leaders indicated their agreement with the following statements:

- “The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the CfW” (55% agreed, 11% disagreed)
- “There is sufficient information available to me to enable effective self-evaluation to support the realisation of CfW” (49% agreed, 17% disagreed)
- “The school inspection system is well-suited to supporting the Curriculum for Wales” (47% agreed, 19% disagreed)

A minority of senior leaders indicated their agreement with the following statements:

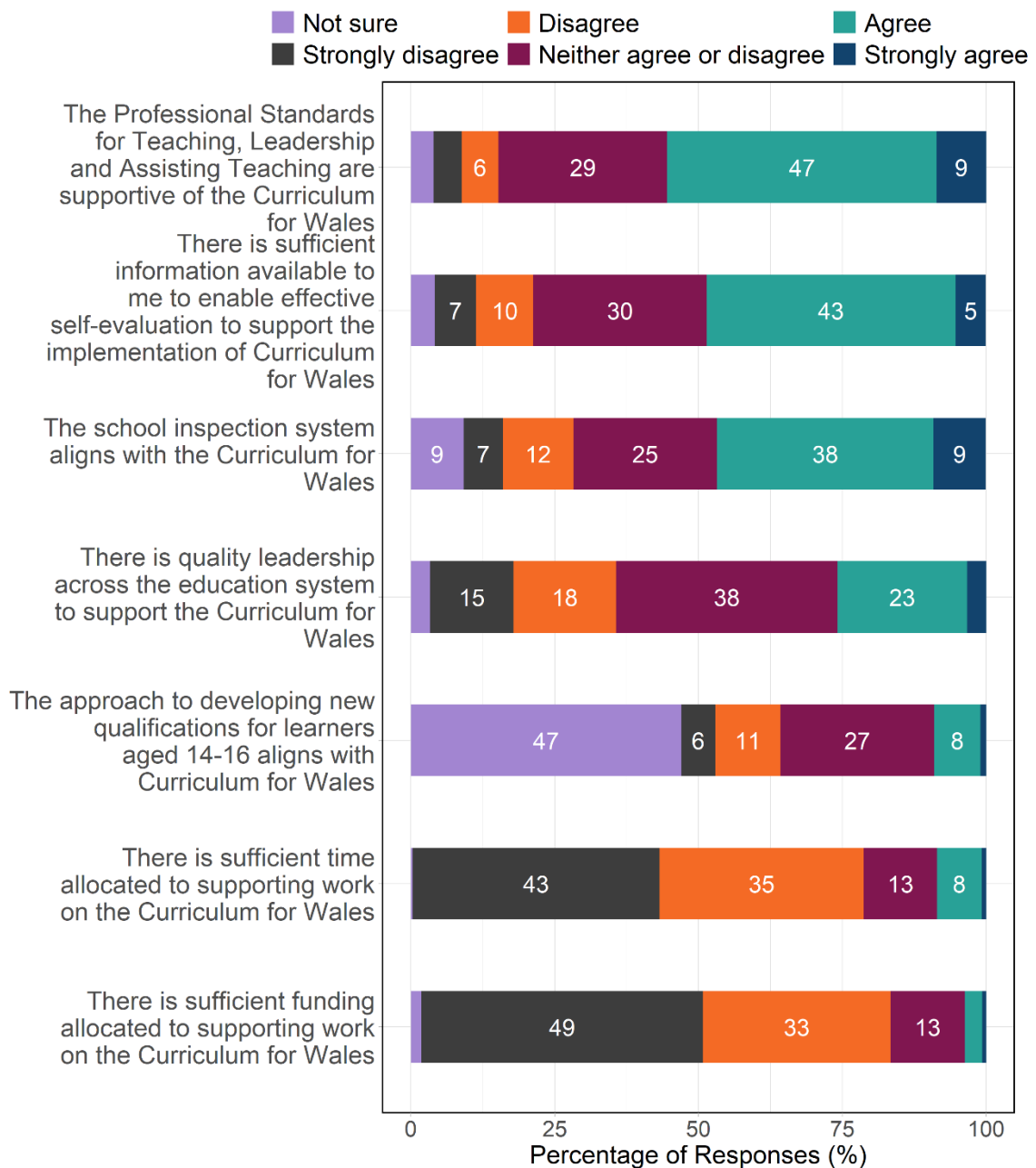
- “There is quality leadership across the education system to support the CfW” (26% agreed, 32% disagreed)

A small minority of senior leaders indicated their agreement with the following statements:

- “The approach to developing new qualifications for learners aged 14-16 aligns with CfW” (9% agreed, 17% disagreed)
- “There is sufficient time allocated to supporting work on the CfW” (9% agreed, 78% disagreed)
- “There is sufficient funding allocated to supporting work on the CfW” (4% agreed, 82% disagreed)

Figure 12: System support

SL responses to the question: To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?



16. Schools' and PRUs' approaches to curriculum design (senior leaders)

Survey respondents were asked to what extent the approach to curriculum design in their school or PRU (the term school was used for brevity in the questionnaire) had involved a series of actions. Response options ranged from “Not at all” to “A great deal”. Specifically, respondents were asked to what extent the approach to curriculum design in their school had involved:

- “learning from professional enquiry”^[Footnote 20]
- “using educational research”
- “sharing evidence and expertise across local or cluster networks”
- “sharing evidence and expertise across regional or national networks”
- “partnering with further and higher education institutions”

Summary of findings: Schools' approaches to curriculum design (senior leaders)

Senior leaders held generally balanced views for the statements in the question. For 3 of the 5 statements, the majority (over 58%) of senior leaders reported some level of involvement, and for the remaining statements a minority (up to 42%) reported some level of involvement.

Out of all the statements, the statement regarding partnering with further and higher education (FHE) institutions had the highest proportion of not at all responses with 46% indicating there was no partnering with FHE institutions for curriculum design.

[20] An information note next to this option noted “Professional enquiry is collaborative research by teachers or school leaders to investigate new educational ideas, try new practices to find out what works in their own situations, and share the findings with colleagues”

Findings: Schools' approaches to curriculum design (senior leaders)

All senior leaders

The majority of senior leaders indicated that curriculum design in their school involved:

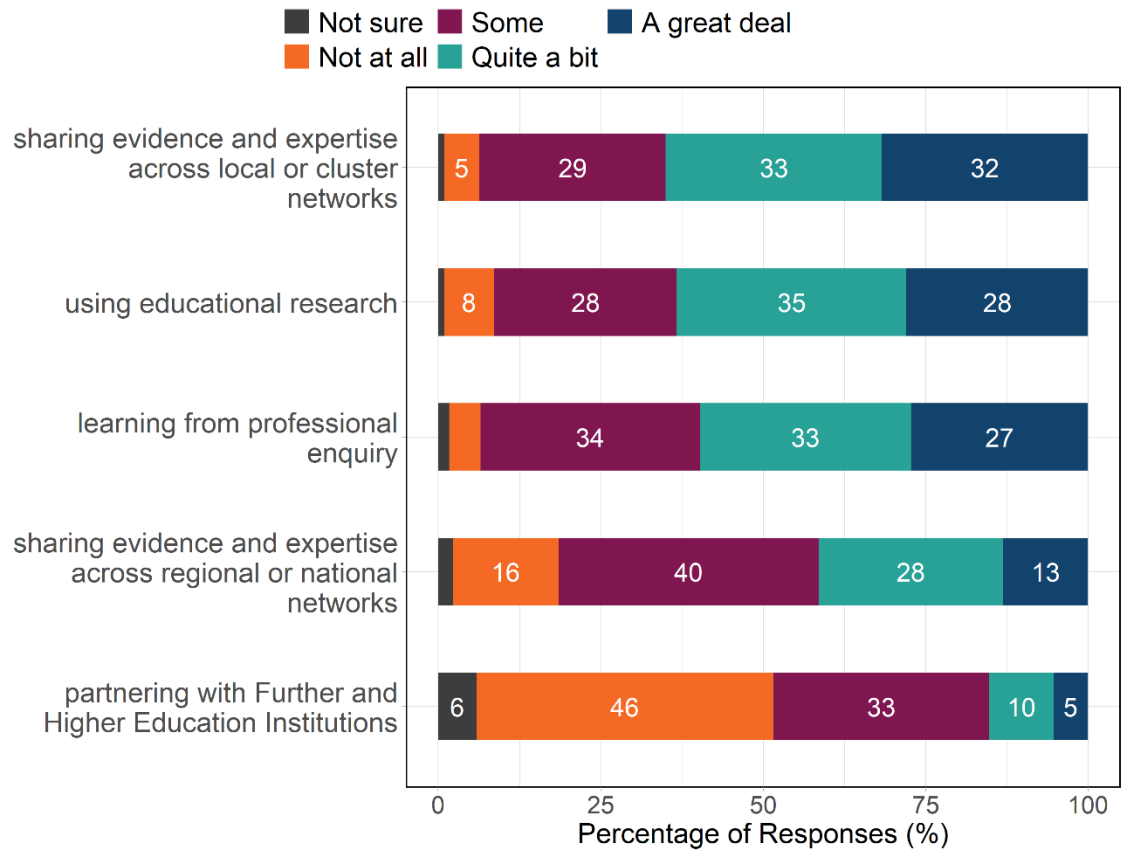
- “sharing evidence and expertise across local or cluster networks” (65% indicated quite a bit to a great deal of involvement, 5% no involvement)
- “using educational research” (63% indicated quite a bit to a great deal of involvement, 8% no involvement)
- “learning from professional enquiry” (60% indicated quite a bit to a great deal of involvement, 5% no involvement)

A minority of senior leaders indicated that curriculum design in their school involved:

- “sharing evidence and expertise across regional or national networks” (41% indicated quite a bit to a great deal of involvement, 16% no involvement)
- “partnering with further and higher education institutions” (15% indicated quite a bit to a great deal of involvement, 46% no involvement)

Figure 13: Schools’ approaches to curriculum design

SL responses to the question: To what extent has the approach to curriculum design in your school involved...



17. Changes to practice (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about substantial changes to their practice or that of teachers at their school (see sections 2.3 and 2.34 for information about the question variants presented to teaching and non-teaching senior leaders). Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, teaching senior leaders were asked to what extent they agreed that they had made substantial changes, where appropriate, to:

- “my planning”
- “the teaching/learning approaches I use”
- “the teaching/learning activities I use”
- “the resources I use in my teaching”
- “the content/topics/themes of my teaching”
- “the focus of learner assessment”
- “my approach to learner assessment”
- “how I meet the needs of each individual learner to enable them to make progress at an appropriate pace”

Non-teaching senior leaders (senior leaders who said they did not also have teaching responsibilities or support with teaching) were asked to what extent they agreed that teachers at their school had made substantial changes, where appropriate, to:

- “planning documentation”
- “the teaching/learning approaches used”
- “the teaching/learning activities used”
- “the resources used in teaching”
- “the content/topics/themes taught”
- “the focus of learner assessment”
- “the approach to learner assessment”
- “how they meet the needs of each individual learner to enable them to make progress at an appropriate pace”

Summary of findings: Changes to practice (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating that they (or teachers at their school) had made substantial changes, where appropriate, to their practice. For all statements, the majority (over 58%) of senior leaders either agreed or strongly agreed that they had made substantial changes.

Out of all the statements, the highest levels of disagreement were in relation to approaches to learner assessment, with 10% of teaching senior leaders and 9% of non-teaching senior leaders indicating there had not been substantial changes to their approach (or that of teachers at their school) to learner assessment.

Senior leaders were more likely than non-senior leaders to agree that there had been substantial changes to the content/topics/themes taught.

Findings: Changes to practice (senior leaders)

Teaching senior leaders

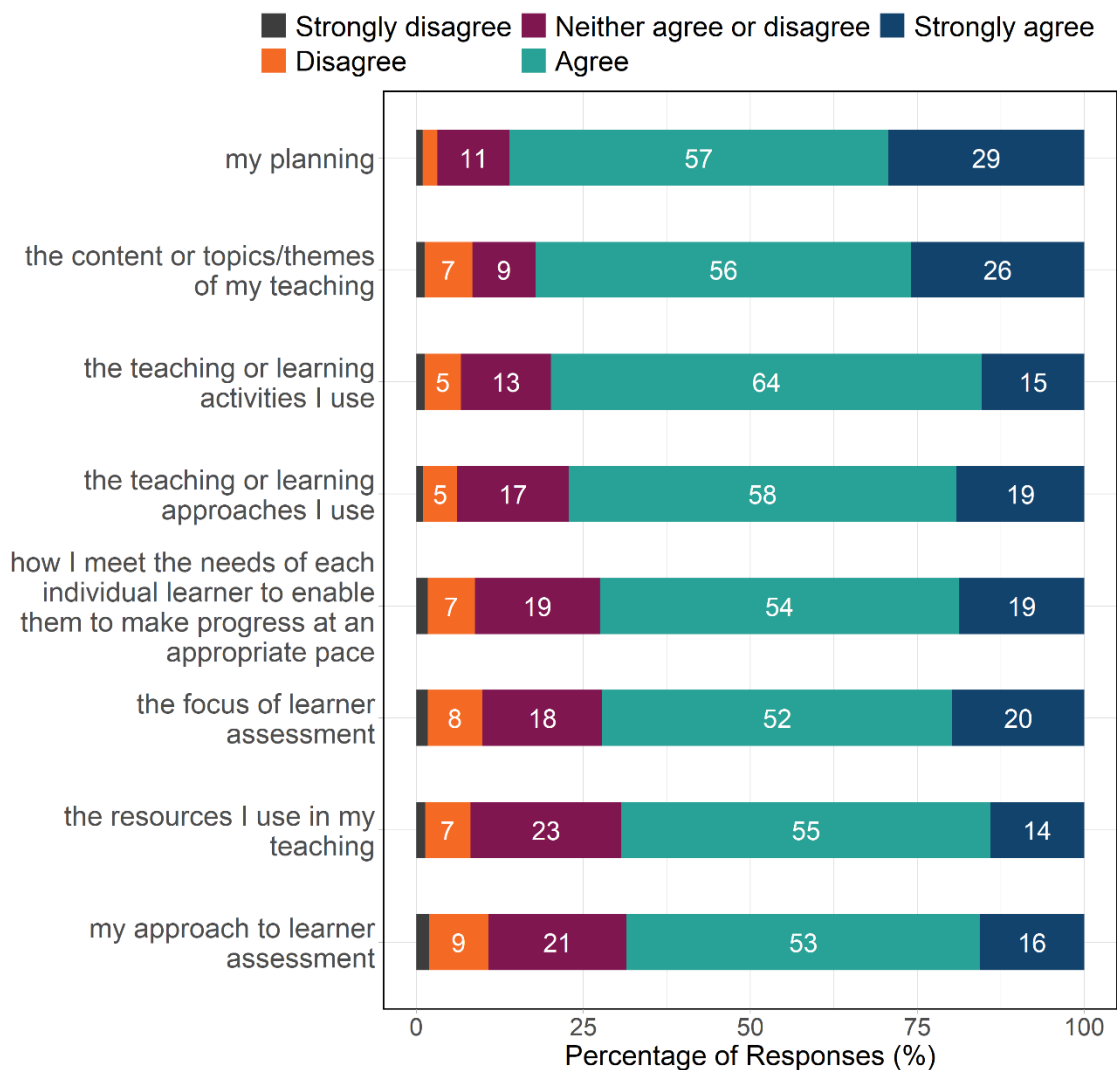
The vast majority of teaching senior leaders indicated their agreement with statements noting that they had made substantial changes, where appropriate, to “my planning” (86% agreed, 3% disagreed)

The majority of teaching senior leaders indicated their agreement with the following statements:

- “the content/topics/themes of my teaching” (82% agreed, 8% disagreed)
- “the teaching/learning activities I use” (80% agreed, 7% disagreed)
- “the teaching/learning approaches I use” (77% agreed, 6% disagreed)
- “how I meet the needs of each individual learner to enable them to make progress at an appropriate pace” (73% agreed, 9% disagreed)
- “the focus of learner assessment” (72% agreed, 10% disagreed)
- “the resources I use in my teaching” (69% agreed, 8% disagreed)
- “my approach to learner assessment” (69% agreed, 11% disagreed)

Figure 14: Changes to practice (teaching senior leaders)

Teaching SL responses to the question: To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...



Non-teaching senior leaders

The majority of non-teaching senior leaders indicated their agreement with the statements “Teachers at my school have made substantial changes to...”:

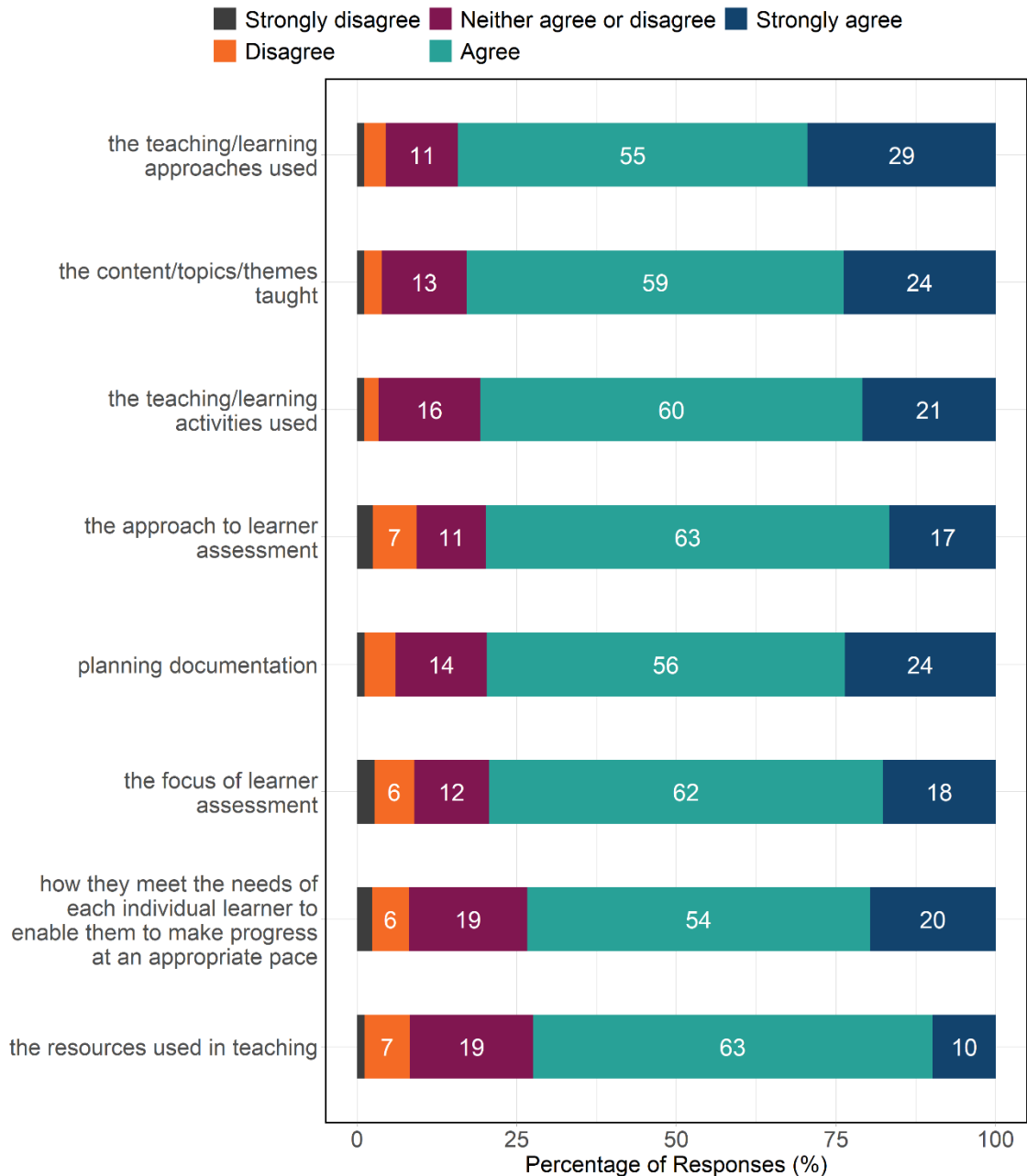
- “the teaching/learning approaches used” (84% agreed, 5% disagreed)
- “the content/topics/themes taught” (83% agreed, 4% disagreed)
- “the teaching/learning activities used” (81% agreed, 3% disagreed)
- “the approach to learner assessment” (80% agreed, 9% disagreed)
- “planning documentation” (80% agreed, 6% disagreed)

- “the focus of learner assessment” (79% agreed, 9% disagreed)
- “how they meet the needs of each individual learner to enable them to make progress at an appropriate pace” (73% agreed, 8% disagreed)
- “the resources used in teaching” (72% agreed, 8% disagreed)

Figure 15: Changes to practice (non-teaching senior leaders)

Non-teaching SL responses to the question: To what extent do you agree with the following statements?

Teachers at my school have made substantial changes to...



Open-text responses: Changes to practice (senior leaders)

Among the senior leader respondents who provided responses to the optional open-text question (73 out of 446 senior leaders who completed the closed survey question) the main points that were raised were:

- a call for clearer guidance and direction on assessment and progression, including how to track and monitor progression. Senior leaders felt that ambiguity around assessment and progression made it difficult to explain approaches to parents/carers.
- that senior leaders had either made a lot of changes to their practice or had not changed their practice since CfW was introduced. If practice had not been changed, comments included how CfW was similar to what was already being done before, or it was highlighted that due to the perceived lack of clarity around CfW, meant continuing to work in a way that had worked well in the past.
- a lack of financial resources for: releasing staff for professional learning, support staff who could enable them to spend time on developing the curriculum well and for providing authentic experiences for learners.
- concerns about CfW or education more broadly. Concerns raised were varied and included increased workload, a lack of standardisation across schools and educational standards more broadly as well as a rise seen in those with ALN, which senior leaders felt was also taking up more time and resources

18. Aspects of CfW in practice (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements relating to the realisation of mandatory curriculum elements, skills integral to the four purposes, cross-curricular skills and cross-cutting themes.

Firstly, survey respondents were asked to what extent they agreed with a series of statements on how their practice, or that of teachers at their school (see Chapter 2 for information about the question variants presented to teaching and non-teaching senior leaders), reflects aspects of CfW. Response options ranged from “Strongly agree” to “Strongly disagree”.

Specifically, teaching senior leaders were asked to what extent they agreed they were confident that their teaching practice reflected:

- “The four purposes”
- “The statements of what matters”
- “The 12 pedagogical principles”
- “Principles of progression”
- “The descriptions of learning”

Non-teaching senior leaders were asked to what extent they agreed that teaching practice at their school reflected the above aspects of CfW.

Respondents were asked to what extent they agreed with a series of statements on how their practice, or that of teachers at their school (see sections 2.3 and 2.34 for information about the question variants presented to teaching and non-teaching senior leaders), supports learners in developing skills integral to the four purposes.

Specifically, teaching senior leaders were asked to what extent they agreed they were confident that their teaching practice supported learners in developing their:

- “Creativity and innovation”^[Footnote 21]

²¹ An information note next to this option noted “e.g. being curious and inquisitive; generating ideas; connecting disparate experiences, knowledge and skills; identifying opportunities”

- “Critical thinking and problem solving”^[Footnote 22]
- “Personal effectiveness”^[Footnote 23]
- “Planning and organising”^[Footnote 24]

Non-teaching senior leaders were asked to what extent they agreed that they were confident teaching practice at their school supported learners in developing the above skills

Respondents were asked to what extent they agreed with the statement “I am confident that my school's curriculum is being implemented in a way that supports progression in...”, followed by a list of cross-curricular skills and mandatory elements. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their school's curriculum was being implemented in a way that supported progression in:

- “English”
- “Religion, Values and Ethics (RVE)”
- “Welsh “
- “Digital Competence”
- “Literacy”
- “Numeracy”

Respondents were asked to what extent they agreed with the statement “I am confident that my school's curriculum is being implemented in a way that supports progression in...”, followed by each of the areas of learning and experience. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their school's curriculum was being implemented in a way that supported progression in:

- “Expressive Arts”

[22] An information note next to this option noted “e.g. being able to ask meaningful questions, evaluate information, evidence and situations, analysing and justifying possible solutions, recognising potential issues and problems. Becoming objective in their decision-making, identifying and developing arguments.”

[23] An information note next to this option noted “e.g. emotional intelligence, awareness, independence, opportunities to lead debate and discussions, awareness of social, cultural and ethical issues and ability to evaluate their learning.”

[24] An information note next to this option noted “e.g. being able to: set goals, make decisions and monitor interim results; reflect and adapt, as well as manage time, people and resources; check for accuracy and create different types of value.”

- “Health and Wellbeing”
- “Humanities”
- “Languages, Literacy and Communication”
- “Mathematics and Numeracy”
- “Science and Technology”

Lastly, respondents were asked to what extent they agreed with the statement “I am confident that my school's curriculum is being implemented in a way that supports progression in...”, followed by each of the cross-cutting themes. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their school’s curriculum was being implemented in a way that supported progression in:

- “Careers and Work-related Experiences”
- “Diversity”
- “Human Rights Education”
- “Local, national and international contexts”
- “Relationships and Sexuality Education (RSE)”

Summary of findings: aspects of CfW in practice (senior leaders)

Senior leaders generally agreed with the statements regarding aspects of CfW being reflected in their practice (or that of teachers at their school) and similarly for the statements on practices supporting skills integral to the four purposes. For all statements, the majority (over 58%) of senior leaders either agreed or strongly agreed. Senior leaders also generally agreed that their school’s curriculum was being realised in a way that supported learner progression in individual areas and aspects of the curriculum, with the majority agreeing for all but one of these statements.

Out of all the statements on aspects of CfW being reflected in practice, the highest levels of disagreement were in relation to the principles of progression, with 7% of teaching senior leaders and 9% of non-teaching senior leaders disagreeing. For the statements on practices

supporting learner development, the statement on creativity and innovation had the highest levels of disagreement from teaching senior leaders and the statement on critical thinking had the highest levels of disagreement for non-teaching senior leaders. For each of the curriculum areas addressed, the statement on careers and work-related experiences had the highest level of disagreement, with 20% of senior leaders disagreeing.

Findings: aspects of CfW in practice (senior leaders)

Teaching senior leaders

The vast majority of teaching senior leaders indicated their agreement that their teaching practice reflected the following aspects of the curriculum:

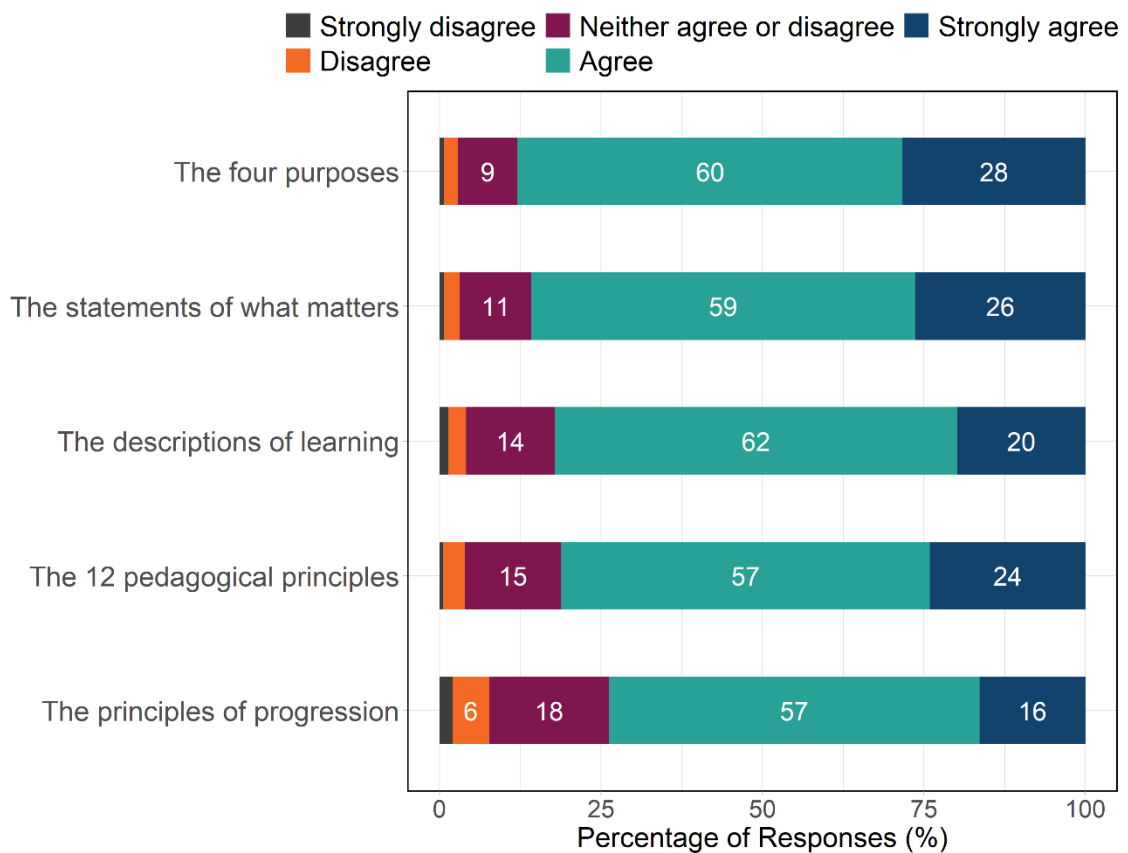
- “The four purposes” (88% agreed, 3% disagreed)
- “The statements of what matters” (86% agreed, 3% disagreed)

The majority of teaching senior leaders indicated their agreement that their teaching practice reflects the following aspects of the curriculum:

- “The descriptions of learning” (82% agreed, 4% disagreed)
- “The 12 pedagogical principles” (81% agreed, 4% disagreed)
- “Principles of progression” (74% agreed, 8% disagreed)

Figure 16. Aspects of CfW in practice

Teaching SL responses to the question: “I am confident that my teaching practice reflects the following elements of the curriculum:”



The vast majority of teaching senior leaders indicated their agreement that they were confident their teaching practice supports learners in developing the following skills:

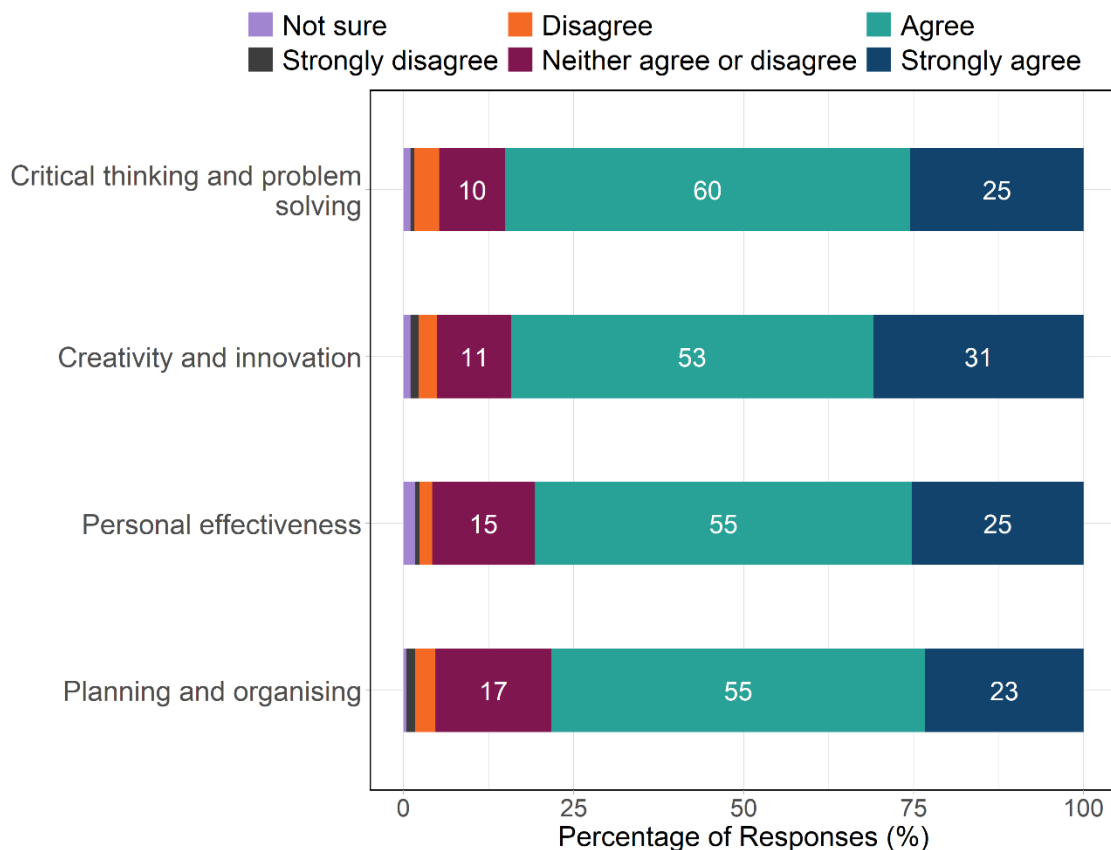
- “Critical thinking and problem solving” (85% agreed, 4% disagreed)

The majority of teaching senior leaders indicated their agreement that they were confident their teaching practice supports learners in developing the following skills:

- “Creativity and innovation” (84% agreed, 4% disagreed)
- “Personal effectiveness” (81% agreed, 3% disagreed)
- “Planning and organising” (78% agreed, 4% disagreed)

Figure 17. Supporting skills integral to the four purposes

Responses to the question: “I am confident that my teaching practice supports learners in developing the following skills:”



Non-teaching senior leaders

The vast majority of non-teaching senior leaders indicated their agreement that teaching practice at their school reflects the following aspects of the curriculum:

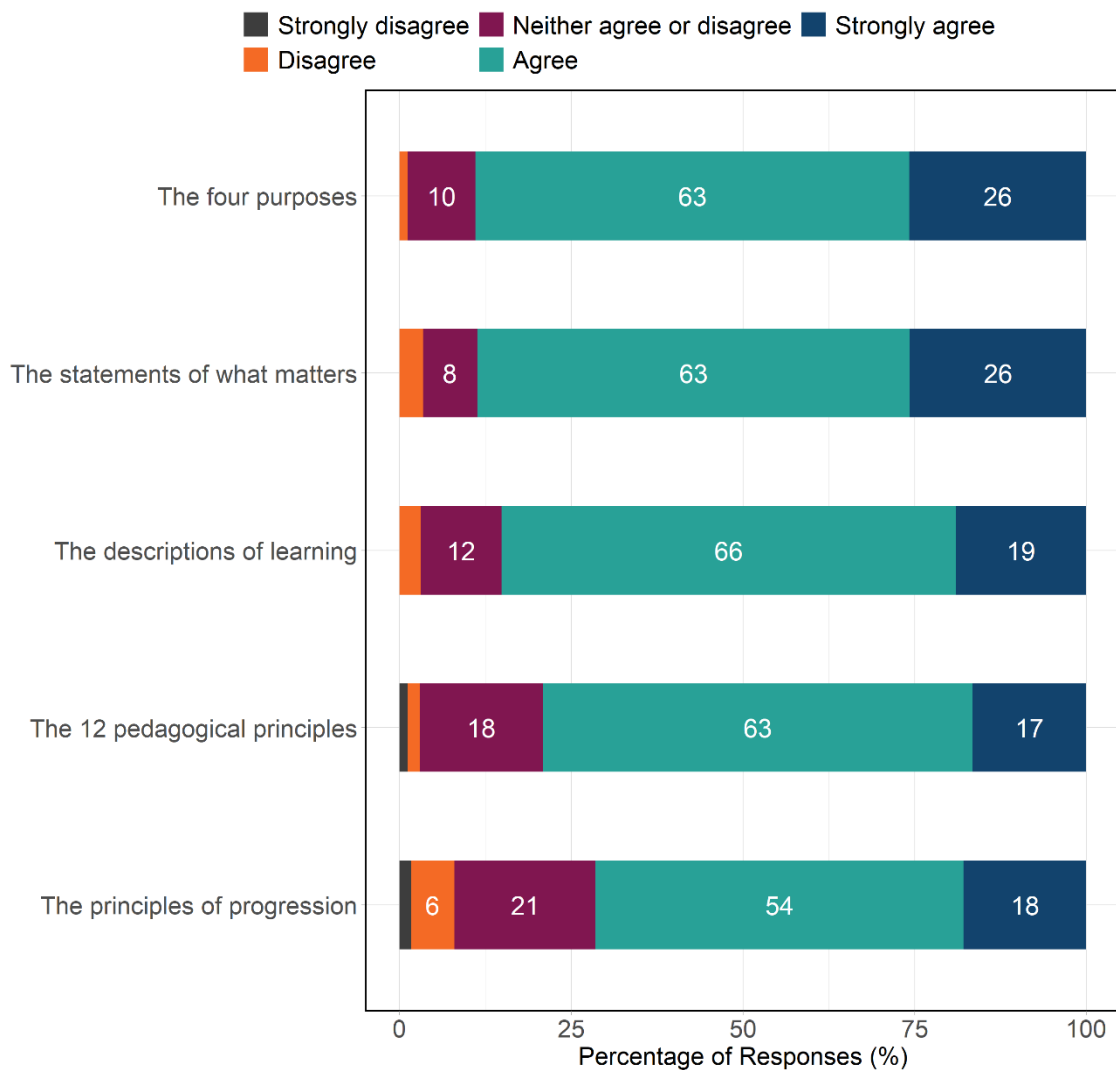
- “The four purposes” (89% agreed, 1% disagreed)
- “The statements of what matters” (89% agreed, 3% disagreed)
- “The descriptions of learning” (85% agreed, 3% disagreed)

The majority of non-teaching senior leaders indicated their agreement that teaching practice at their school reflects the following aspects of the curriculum:

- “The 12 pedagogical principles” (79% agreed, 3% disagreed)
- “The principles of progression” (71% agreed, 8% disagreed)

Figure 18. Aspects of CfW in practice

Non-teaching SL responses to the question: “Teaching practice at my school reflects the following elements of the curriculum:”



The vast majority of non-teaching senior leaders indicated their agreement that they were confident teaching practice at their school supports learners in developing the following skills:

- “Critical thinking and problem solving” (89% agreed, 2% disagreed)
- “Creativity and innovation” (85% agreed, 5% disagreed)

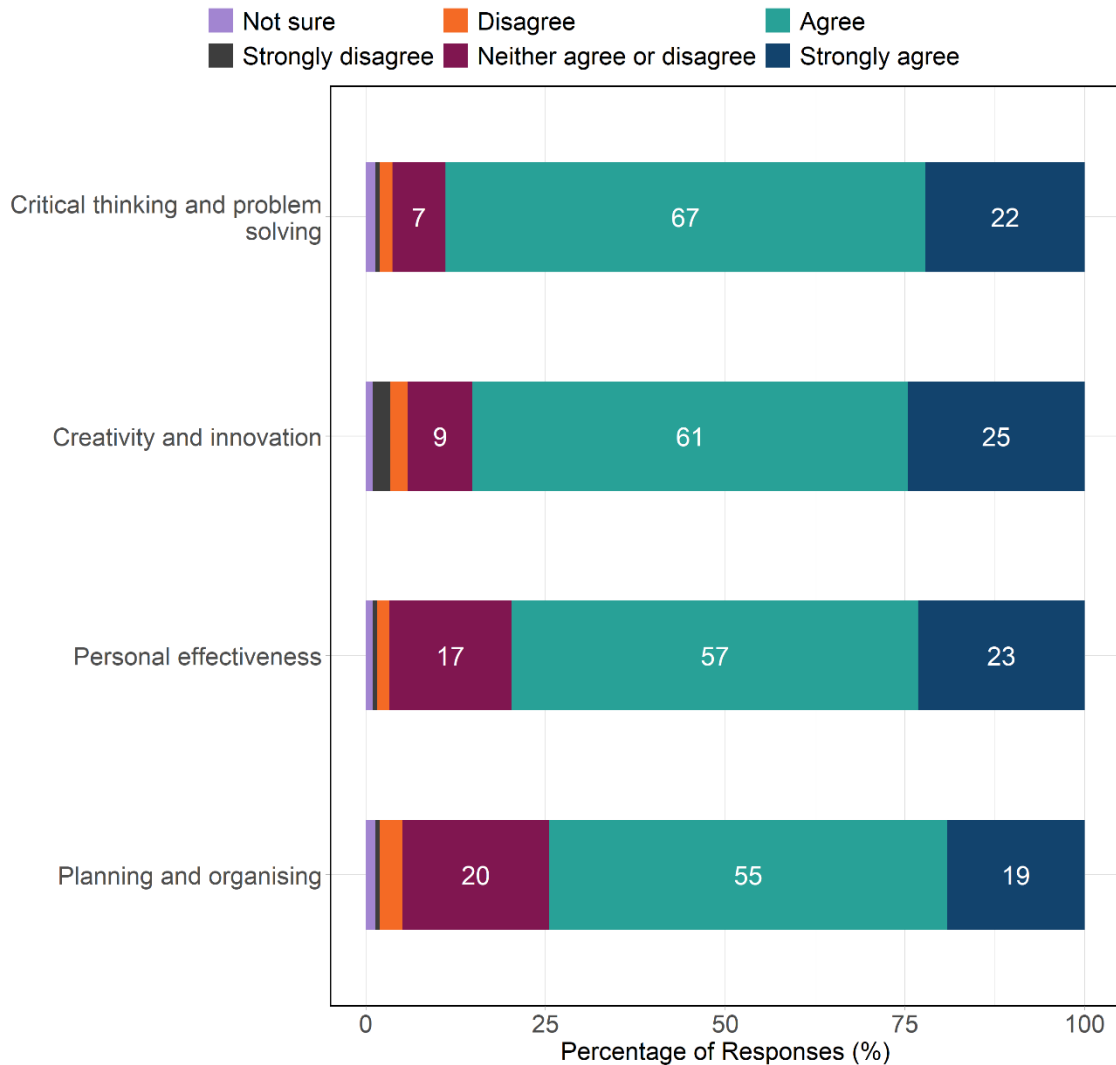
The majority of non-teaching senior leaders indicated their agreement that they were confident teaching practice at their school supports learners in developing the following skills:

- “Personal effectiveness” (80% agreed, 2% disagreed)

- “Planning and organising” (75% agreed, 4% disagreed)

Figure 19. Supporting skills integral to the four purposes

Responses to the question: “I am confident that teaching practice at my school supports learners in developing the following skills...”



All senior leaders

The vast majority of senior leaders indicated their agreement that their school’s curriculum was being implemented in a way that supported progression in:

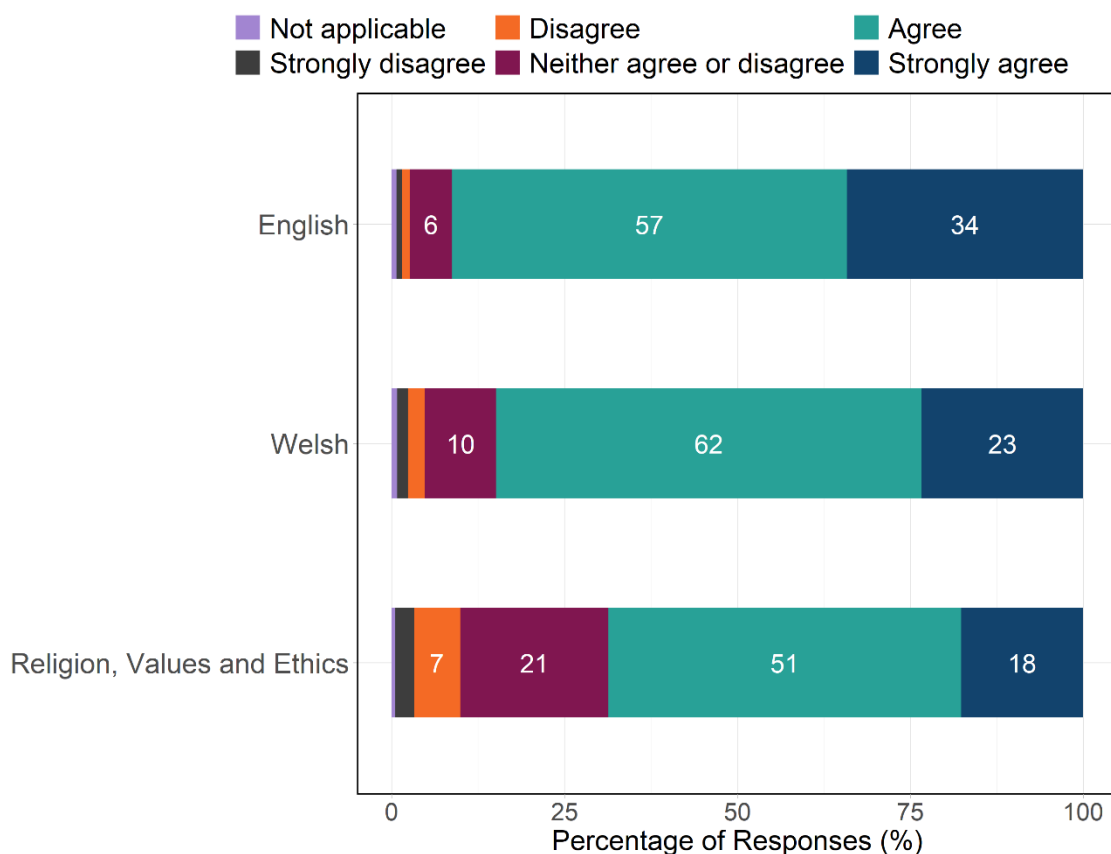
- “English” (91% agreed, 2% disagreed)

The majority of senior leaders indicated their agreement with that their school’s curriculum is being implemented in a way that supports progression in:

- “Welsh” (85% agreed, 4% disagreed, within Welsh-medium schools 91% agreed and 2% disagreed and within English-medium schools 84% agreed, 4% disagreed)
- “Religion, Values and Ethics” (69% agreed, 9% disagreed)

Figure 20. Supporting learner progression in aspects of CfW A

Responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in...”

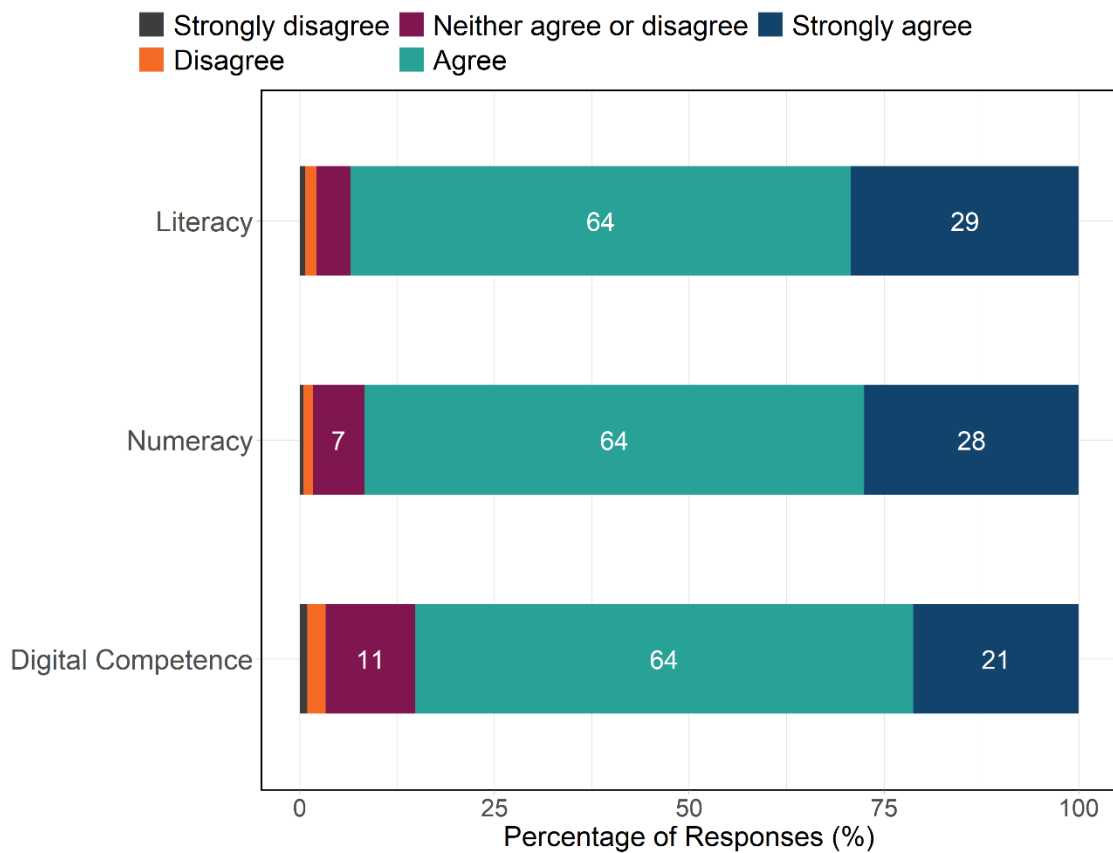


The vast majority of senior leaders indicated their agreement that their school’s curriculum is being implemented in a way that supports progression in:

- “Literacy” (94% agreed, 2% disagreed)
- “Numeracy” (92% agreed, 2% disagreed)
- “Digital Competence” (85% agreed, 3% disagreed)

Figure 21. Supporting learner progression in aspects of CfW B

Responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in...”



The vast majority of senior leaders indicated their agreement that their school’s curriculum is being implemented in a way that supports progression in:

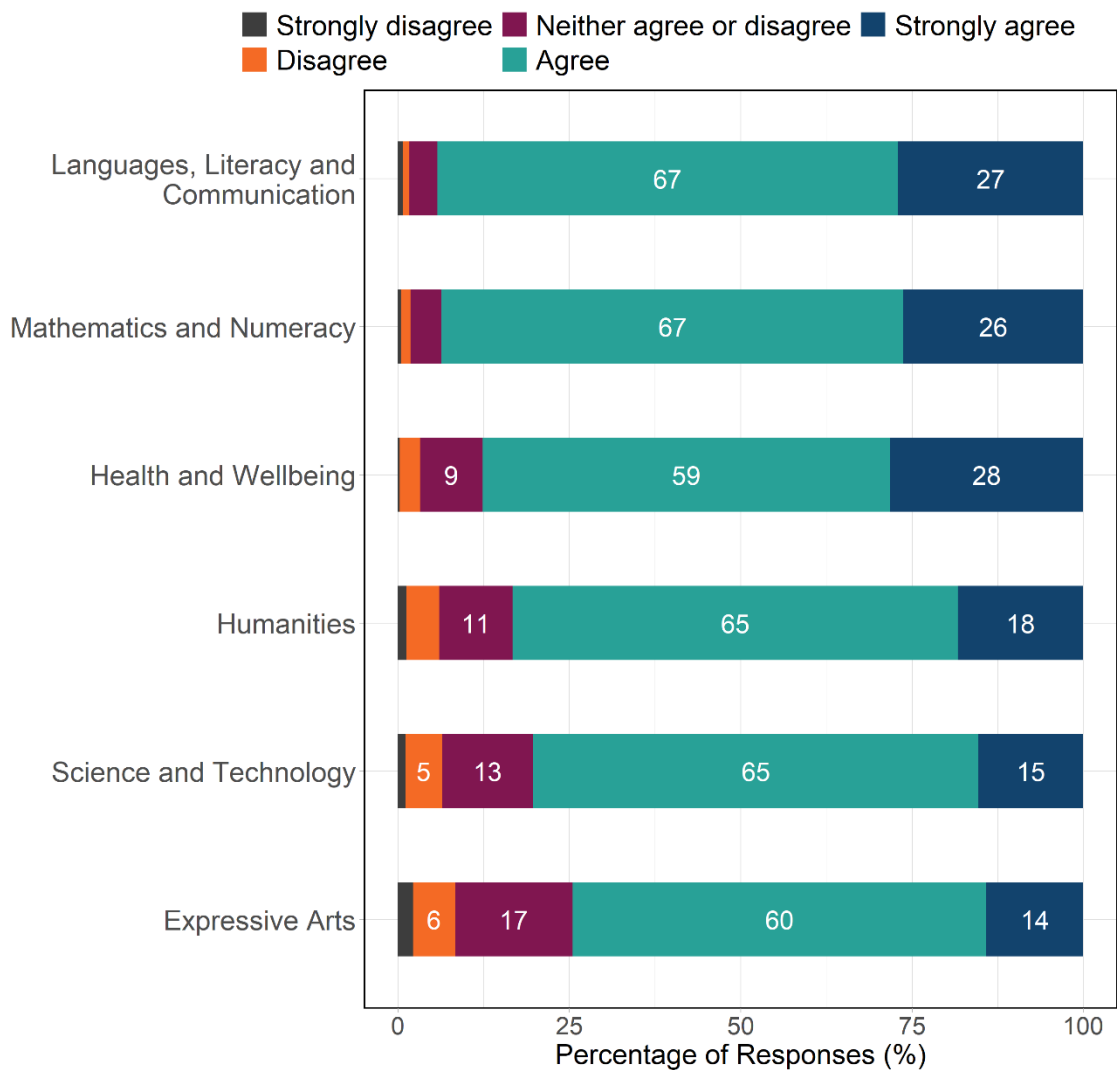
- “Languages, Literacy and Communication” (94% agreed, 2% disagreed)
- “Mathematics and Numeracy” (94% agreed, 2% disagreed)
- “Health and Wellbeing” (88% agreed, 3% disagreed)

The majority of senior leaders indicated their agreement that their school’s curriculum is being implemented in a way that supports progression in:

- “Humanities” (83% agreed, 6% disagreed)
- “Science and technology” (80% agreed, 6% disagreed)
- “Expressive Arts” (75% agreed, 8% disagreed)

Figure 22. Supporting learner progression in aspects of CfW C

Responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in...”



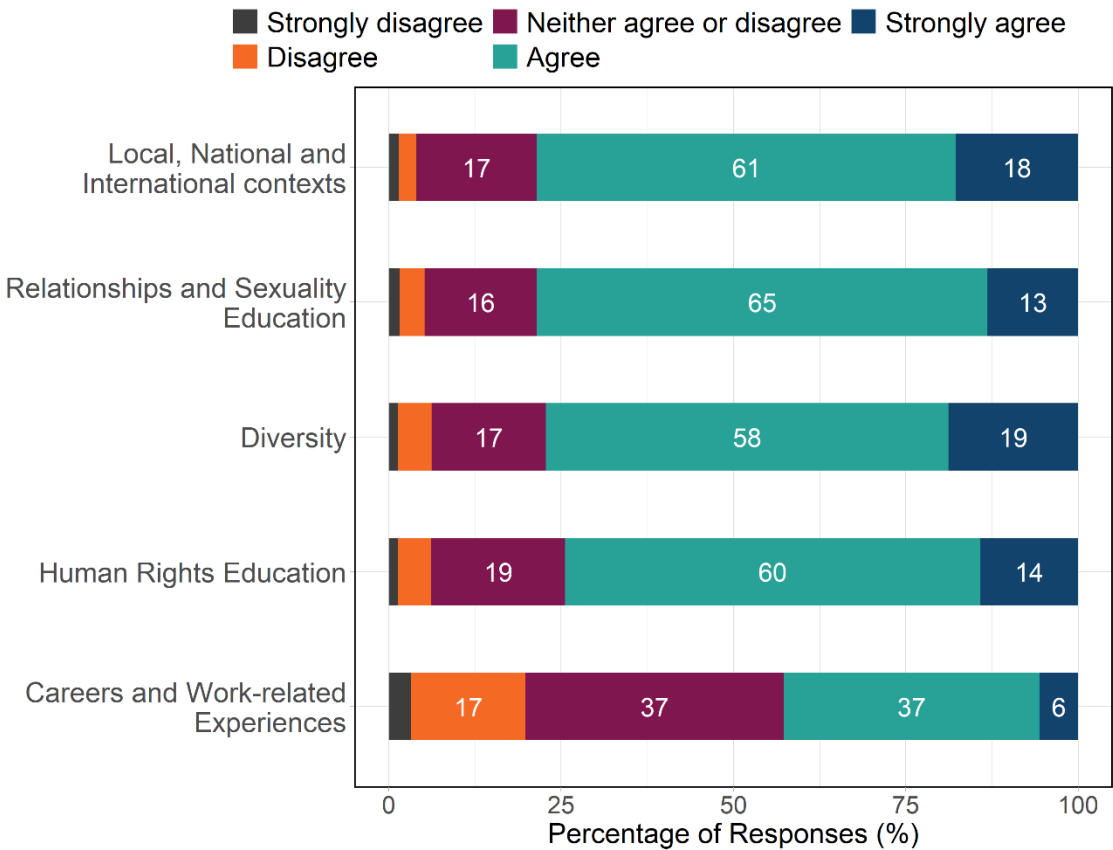
The majority of senior leaders indicated their agreement that their school’s curriculum is being implemented in a way that supports progression in:

- “Local, national and international contexts” (79% agreed, 4% disagreed)
- “Relationships and sexuality education” (79% agreed, 5% disagreed)
- “Diversity” (77% agreed, 6% disagreed)
- “Human rights education” (74% agreed, 6% disagreed)

Around half of senior leaders indicated their agreement that their school’s curriculum is being implemented in a way that supports progression in relation to “Careers and work-related experiences” (43% agreed, 20% disagreed)

Figure 23. Supporting learner progression in aspects of CfW D

Responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in...”



19. Pedagogical practice (senior leaders)

Survey respondents were asked to what extent they agreed with statements relating to their pedagogical practice, or that of teachers at their school (see sections 2.3 and 2.34 for information about the question variants presented to teaching and non-teaching senior leaders). Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, teaching senior leaders were asked to what extent they agreed with the statement “In my teaching, I am confident that my practice...”

- “encourages sustained effort from learners”
- “employs a blend of approaches”
- “build on prior knowledge and experience”
- “engages learner interest”
- “uses assessment for learning principles”
- “encourages learners to take responsibility for their learning”
- “encourages learners to make connections within and across areas of learning”
- “supports social and emotional development”
- “supports positive relationships”
- “encourages collaboration”
- “includes all learners”

Non-teaching senior leaders (senior leaders who said they did not also have teaching responsibilities or support with teaching) were asked to what extent they agreed with the statement “I am confident that teaching practice at my school...”

- “encourages sustained effort from learners”
- “employs a blend of approaches”
- “build on prior knowledge and experience”
- “engages learner interest”
- “uses assessment for learning principles”
- “encourages learners to take responsibility for their learning”

- “encourages learners to make connections within and across areas of learning”
- “supports social and emotional development”
- “supports positive relationships”
- “encourages collaboration”
- “includes all learners”

Summary of findings: Pedagogical practice (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their views that their (or that of teachers at their school) pedagogical practice is inclusive, encouraging, supportive and employs a blend of approaches while building upon prior knowledge. For all statements a vast majority (over 85%) of teaching and non-teaching senior leaders either agreed or strongly agreed.

Across all statements, rates of disagreement were low, with the highest percentage of disagree responses occurring for the statement regarding using assessment for learning principles, with 4% of teaching and non-teaching senior leaders selecting disagree or strongly disagree.

Senior leaders were more likely than non-senior leaders to agree that practices encouraged sustained effort from learners and support positive relationships. Non-teaching senior leaders were more likely than teaching senior leaders to agree that teaching practice builds upon prior knowledge and experience

Findings: Pedagogical practice (senior leaders)

Teaching senior leaders

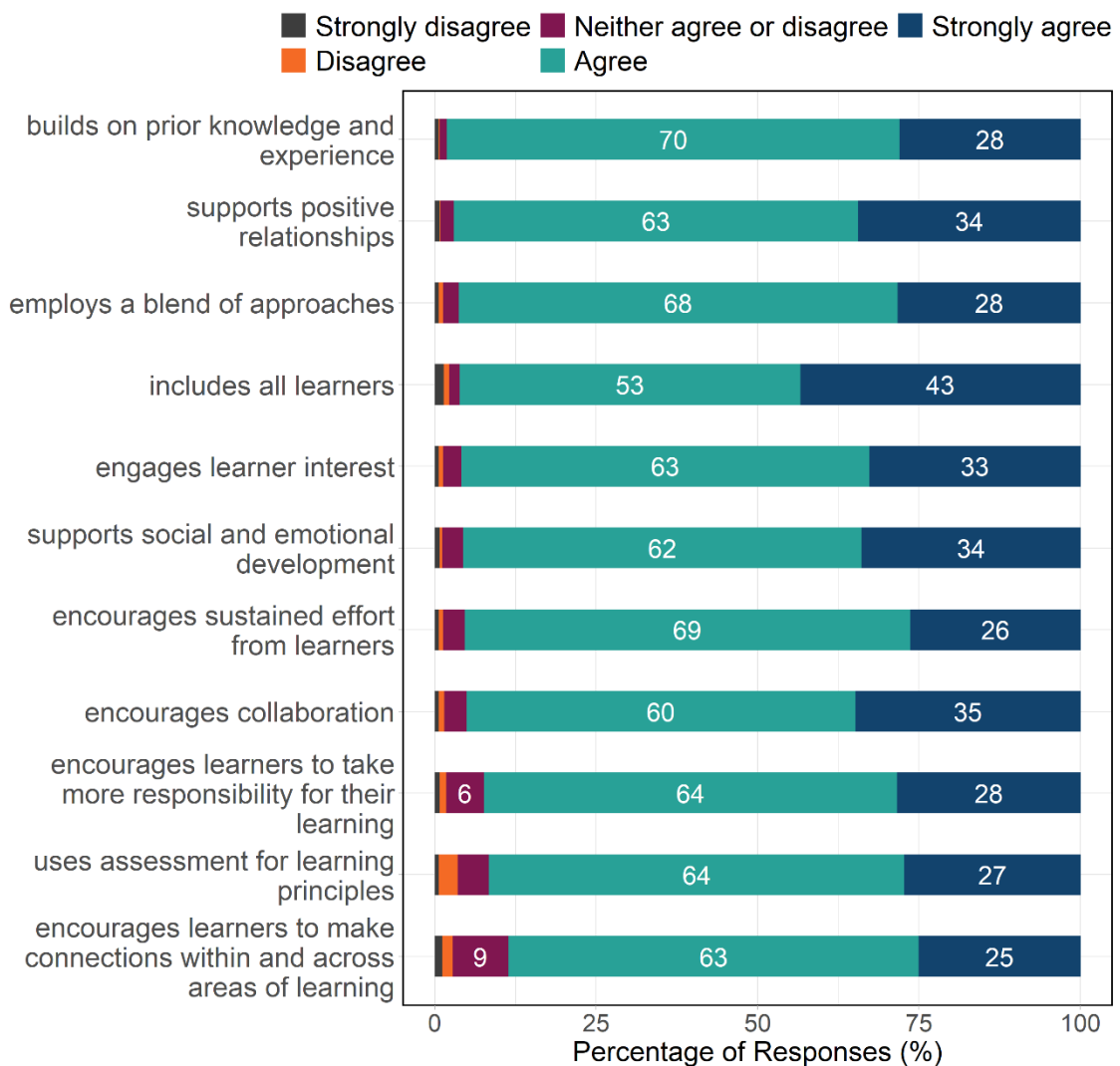
The vast majority of teaching senior leaders indicated that they were confident that their teaching practice:

- “builds on prior knowledge and experience” (98% agreed, 1% disagreed)
- “supports positive relationships” (97% agreed, 1% disagreed)
- “employs a blend of approaches” (96% agreed, 1% disagreed)
- “includes all learners” (96% agreed, 2% disagreed)

- “engages learner interest” (96% agreed, 1% disagreed)
- “supports social and emotional development” (96% agreed, 1% disagreed)
- “encourages sustained effort from learners” (95% agreed, 1% disagreed)
- “encourages collaboration” (95% agreed, 2% disagreed)
- “encourages learners to take more responsibility for their learning” (92% agreed, 2% disagreed)
- “uses assessment for learning principles” (92% agreed, 4% disagreed)
- “encourages learners to make connections within and across areas of learning” (89% agreed, 3% disagreed)

Figure 24. Pedagogical practice (teaching senior leaders)

Teaching senior leader responses to the question: “In my teaching, I am confident that my practice...”



Non-teaching senior leaders

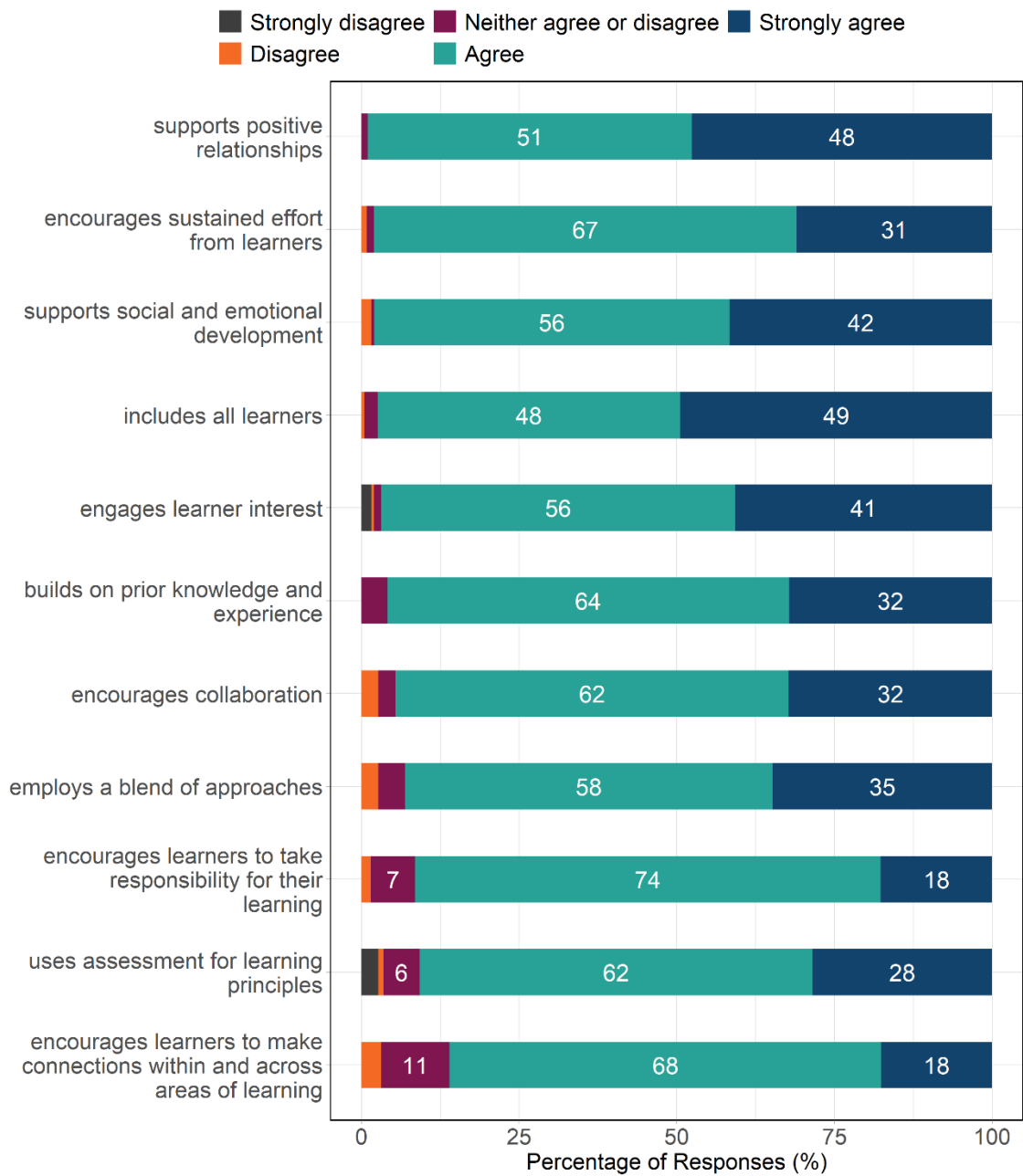
The vast majority of non-teaching senior leaders indicated their agreement that teaching practice at their school:

- “supports positive relationships” (99% agreed, 0% disagreed)
- “encourages sustained effort from learners” (98% agreed, 1% disagreed)
- “supports social and emotional development” (98% agreed, 2% disagreed)
- “includes all learners” (97% agreed, 0% disagreed)
- “engages learner interest” (97% agreed, 2% disagreed)

- “builds on prior knowledge and experience” (96% agreed, 0% disagreed)
- “encourages collaboration” (95% agreed, 3% disagreed)
- “employs a blend of approaches” (93% agreed, 3% disagreed)
- “encourages learners to take more responsibility for their learning” (92% agreed, 2% disagreed)
- “uses assessment for learning principles” (91% agreed, 4% disagreed)
- “encourages learners to make connections within and across areas of learning” (86% agreed, 3% disagreed)

Figure 25. Pedagogical practice (non-teaching senior leaders)

Non-teaching senior leader responses to the question: “I am confident that teaching practice at my school...”



20. Progression and assessment (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their assessment practices, or that of teachers at their school (see sections 2.3 and 2.34 for information about the question variants presented to teaching and non-teaching senior leaders). Response options ranged from “Strongly agree” to “Strongly disagree”.

Specifically, teaching senior leaders were asked to what extent they agreed with the statement “I am confident that my assessment practice...”:

- “supports the progression of each individual learner”
- “supports learners to be active participants in the learning process”
- “provides meaningful and constructive feedback to learners”
- “embeds assessment within teaching and learning”
- “reflects the shared understanding of progression”^[Footnote 25]
- “builds a picture of learners’ development”
- “uses a wide range of approaches to assessment”
- “helps parents/carers understand their child’s progression”

Non-teaching senior leaders were asked to what extent they agreed with the statement “I am confident that assessment practice at my school ...”]

- “supports the progression of each individual learner”
- “supports learners to be active participants in the learning process”
- “provides meaningful and constructive feedback to learners”
- “embeds assessment within teaching and learning”
- “reflects the shared understanding of progression”
- “builds a picture of learners’ development”
- “uses a wide range of approaches to assessment”

[25] An information note next to this option stated that “A shared understanding of learner progression arrived at through working with colleagues in your school or cluster”.

- “helps parents/carers understand their child’s progression”

Summary of findings: Progression and assessment (senior leaders)

Senior leaders generally agreed with the statements about their confidence in their own assessment practice, or that of teachers at their school. For all statements, the majority (over 58%) of teaching and non-teaching senior leaders either agreed or strongly agreed.

Across all statements, rates of disagreement were low. The highest level of disagreement among non-teaching senior leaders was for the statement regarding the shared understanding of progression, with 7% of non-teaching senior leaders selecting disagree or strongly disagree. For teaching senior leaders, the statement on helping parents or carers understand their child’s progression had the highest level of disagreement among teaching senior leaders, with 7% of respondents selecting disagree or strongly disagree.

Senior leaders were more likely to agree than to non-senior leaders that they help parent/carers’ understanding of their child’s progression

Findings: Progression and assessment (senior leaders)

Teaching senior leaders

The vast majority of teaching senior leaders indicated their agreement that their assessment practice:

- “provides meaningful and constructive feedback to learners” (86% agreed, 5% disagreed)
- “embeds assessment within teaching and learning” (86% agreed, 4% disagreed)

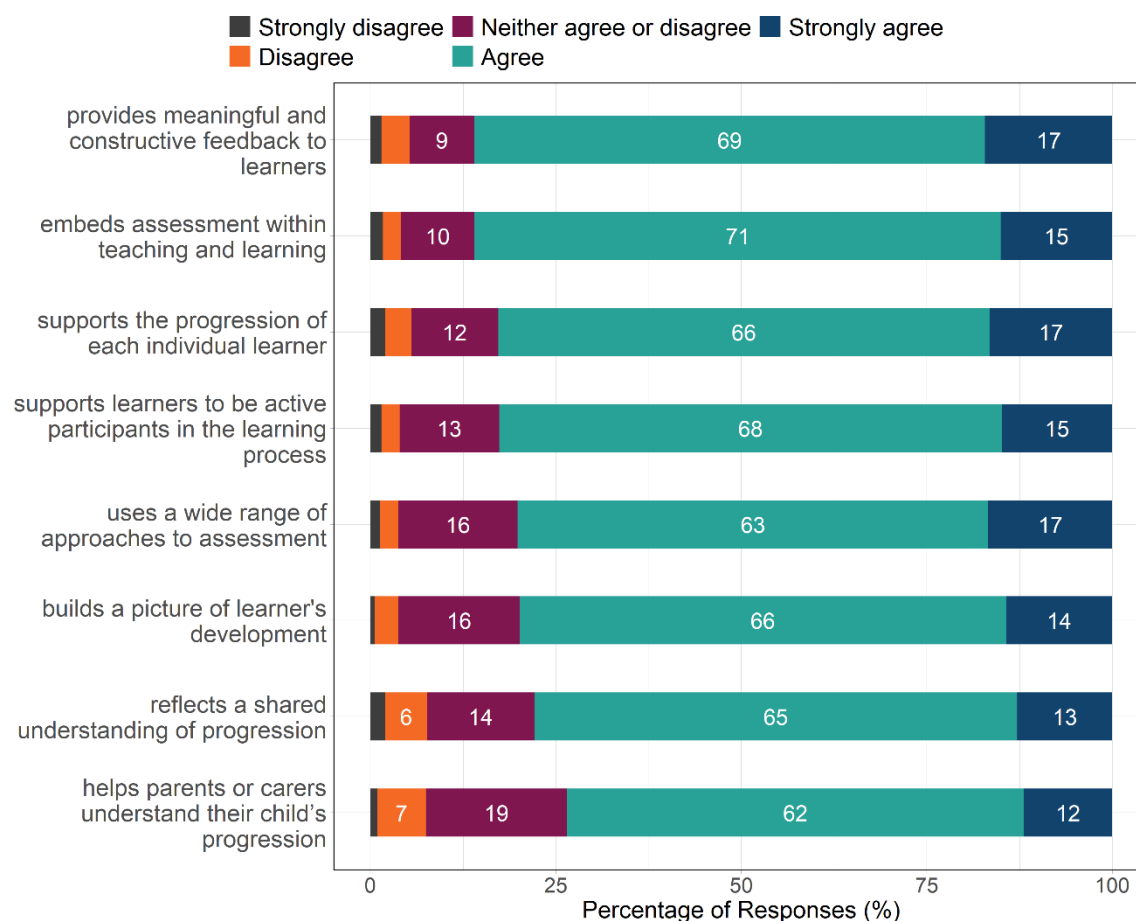
The majority of teaching senior leaders indicated their agreement that their assessment practice:

- “supports the progression of each individual learner” (83% agreed, 6% disagreed)
- “supports learners to be active participants in the learning process” (83% agreed, 4% disagreed)
- “uses a wide range of approaches to assessments” (80% agreed, 4% disagreed)

- “builds a picture of learners’ development” (80% agreed, 4% disagreed)
- “reflects a shared understanding of progression” (78% agreed, 8% disagreed)
- “helps parents or carers understand their child’s progression” (74% agreed, 7% disagreed)

Figure 26. Progression and assessment (teaching senior leaders)

Teaching senior leader responses to the question: “I am confident that my assessment practice...”



Non-teaching senior leaders

The vast majority of non-teaching senior leaders indicated their agreement that assessment practices at their school:

- “supports the progression of each individual learner” (85% agreed, 3% disagreed)

The majority of non-teaching senior leaders indicated their agreement that assessment practices at their school:

- “builds a picture of learners’ development” (84% agreed, 4% disagreed)
- “supports learners to be active participants in the learning process” (84% agreed, 3% disagreed)
- “embeds assessment within teaching and learning” (82% agreed, 6% disagreed)
- “uses a wide range of approaches to assessment” (79% agreed, 6% disagreed)
- “helps parents or carers understand their child’s progression” (78% agreed, 5% disagreed)
- “provides meaningful and constructive feedback to learners” (76% agreed, 5% disagreed)
- “reflects a shared understanding of progression” (75% agreed, 6% disagreed)

Figure 27. Progression and assessment (non-teaching senior leaders)

Non-teaching senior leader responses to the question: “I am confident that assessment practice at my school...”



21. Enabling Learning (senior leaders)

Survey respondents, regardless of whether they were teaching or non-teaching senior leaders, were asked to what extent they agreed with a series of statements about their approach to enabling learning. Responses ranged from “strongly agree” to “strongly disagree”. Specifically senior leaders were asked to what extent they agreed they were confident in the following:

- “my ability to use developmentally appropriate practice to support learners’ progress”
- “my ability to provide developmentally appropriate learning experiences to support learners’ progress”
- “my capacity to notice, analyse and respond to learners’ individual needs to support progress”
- “using the outdoor environment as part of my teaching and learning practice”
- “making the best use of indoor spaces available for teaching and learning.”

Summary of findings: Enabling Learning (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their confidence that their approach (or that of teachers at their school) to enabling learning utilises their environment and supports learner progress. For all statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the statements, the highest level of disagreement was in relation to using the outdoor environment, with 14% of senior leaders selecting disagree or strongly disagree.

Findings: Enabling Learning (senior leaders)

All senior leaders

The vast majority of senior leaders indicated they were confident in their:

- “capacity to notice, analyse and respond to learners’ individual needs to support progress” (89% agreed, 3% disagreed)

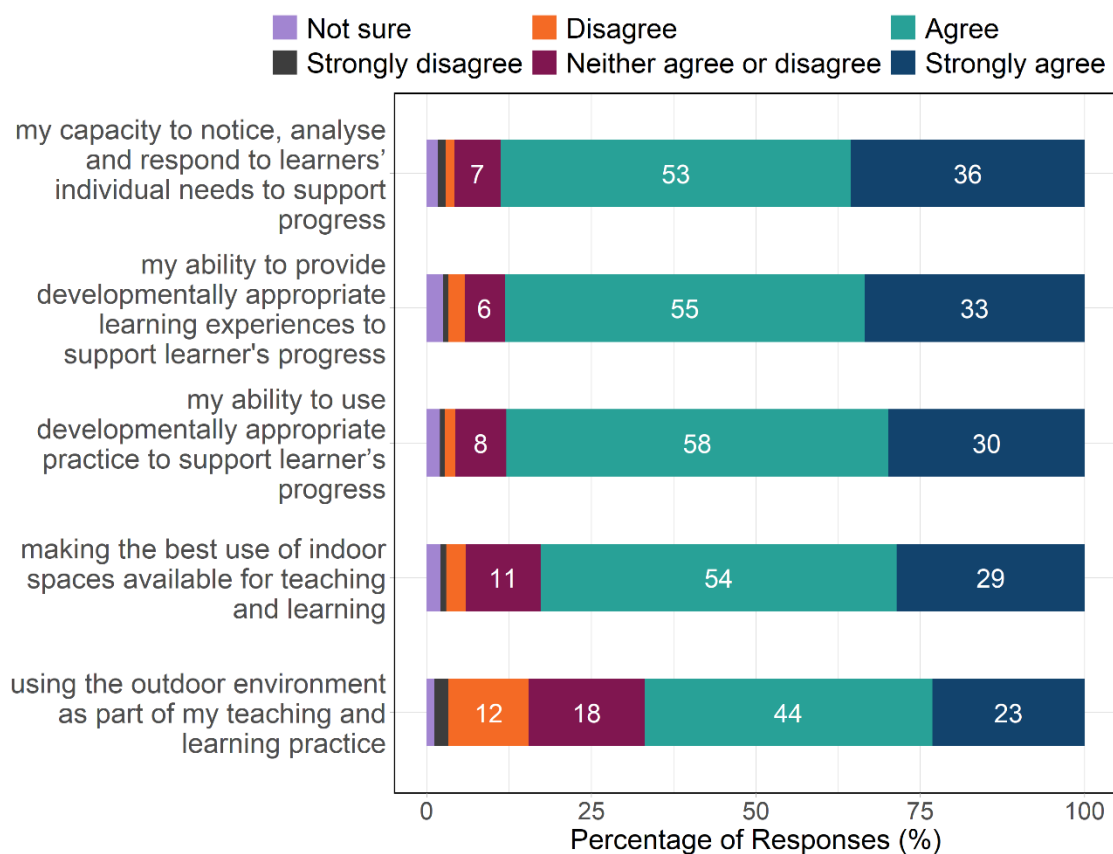
- “ability to provide developmentally appropriate learning experiences to support learners’ progress” (88% agreed, 3% disagreed)
- “ability to use developmentally appropriate practice to support learners’ progress” (88% agreed, 2% disagreed)

The majority of senior leaders indicated they were confident in:

- “making the best use of indoor spaces available for teaching and learning” (83% agreed, 4% disagreed)
- “using the outdoor environment as part of my teaching and learning practice” (67% agreed, 14% disagreed)

Figure 28. Enabling learning

Senior leader responses to the question: “To what extent do you agree or disagree with the following: I am confident in...”



22. Professional enquiry (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their approach to professional enquiry.

- “Have you been involved in professional enquiry at your school?”
- “To what extent is professional enquiry encouraged in your school?”

Respondents who indicated they had been involved with professional enquiry were subsequently asked the extent to which they agreed with the following statements:

Professional enquiry ...

- “supports investigation into the suitability of pedagogy for specific contexts and learners”
- “supports investigation into the suitability of assessment for specific contexts and learners”
- “involves collaboration”
- “uses insights from relevant research”
- “explores the causes of problems we face in our practice”
- “leads to meaningful improvements in practice”

Summary of findings: Professional enquiry (senior leaders)

The majority of senior leaders reported having been involved in professional enquiry. The majority of senior leaders indicated that professional enquiry was encouraged a lot or a great deal in their school. Senior leaders who had been involved in professional enquiry generally agreed with statements about it using insights from relevant research, leading to improvements in practice and supporting investigation into pedagogy, assessment and problems faced in practice. For all statements, a majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the questions on professional enquiry, the statement regarding investigation into the suitability of assessment for specific contexts and learners had the highest proportion of disagree responses for senior leaders, with 11% of senior leaders selecting disagree or strongly disagree.

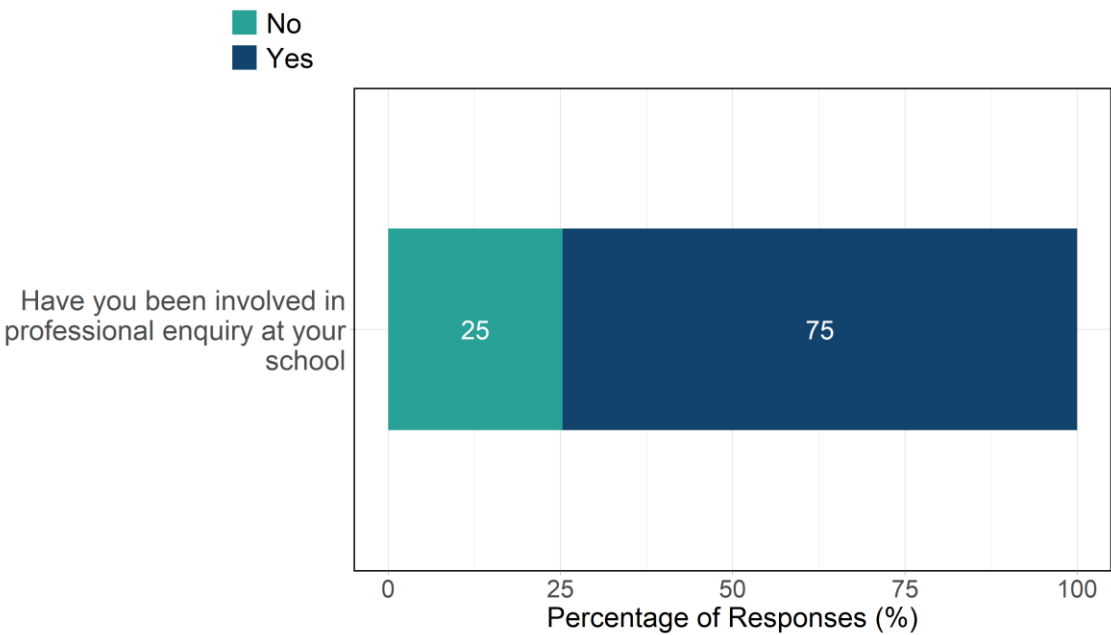
Findings: Professional enquiry (senior leaders)

All senior leaders

The vast majority of senior leaders indicated they have been involved in professional enquiry (75% agreed, 25% disagreed)

Figure 29. Involvement in professional enquiry

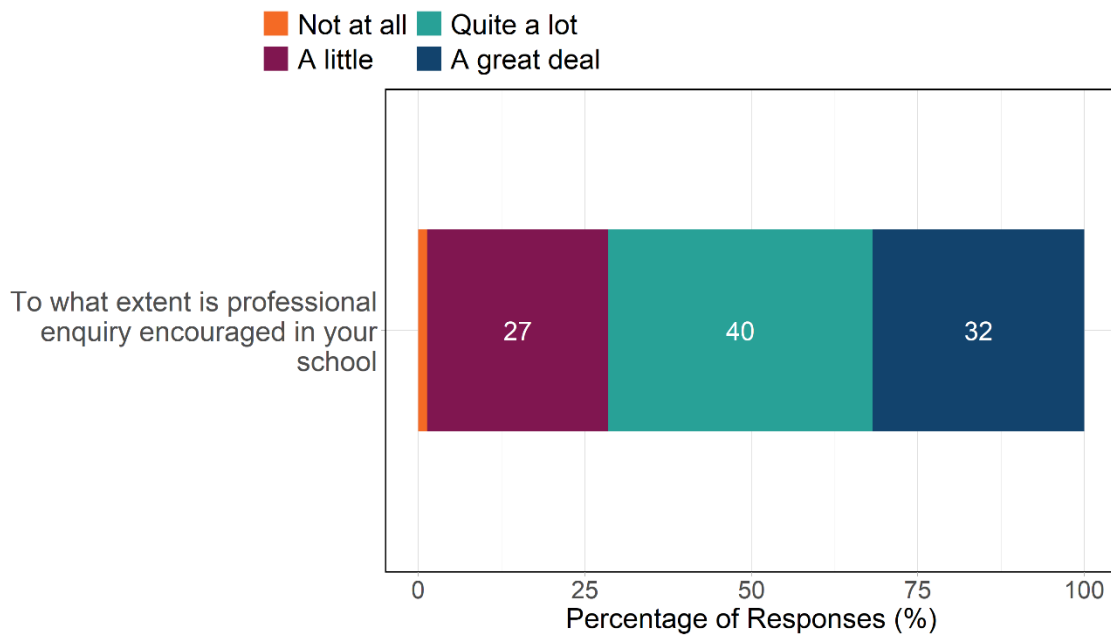
Senior leader responses to the question: “Have you been involved in professional enquiry at your school?”



The majority of senior leaders indicated that professional enquiry was encouraged a lot or a great deal in their school (71% indicated “Quite a lot” or “A great deal”, 27% indicated it was encouraged “A little” and 1% indicated “Not at all”)

Figure 30. Encouragement of professional enquiry

Senior leader responses to the question: “To what extent is professional enquiry encouraged at your school?”



Among respondents who indicated they had been involved with professional enquiry, the vast majority of senior leaders indicated their agreement with the following statements on professional enquiry at their school:

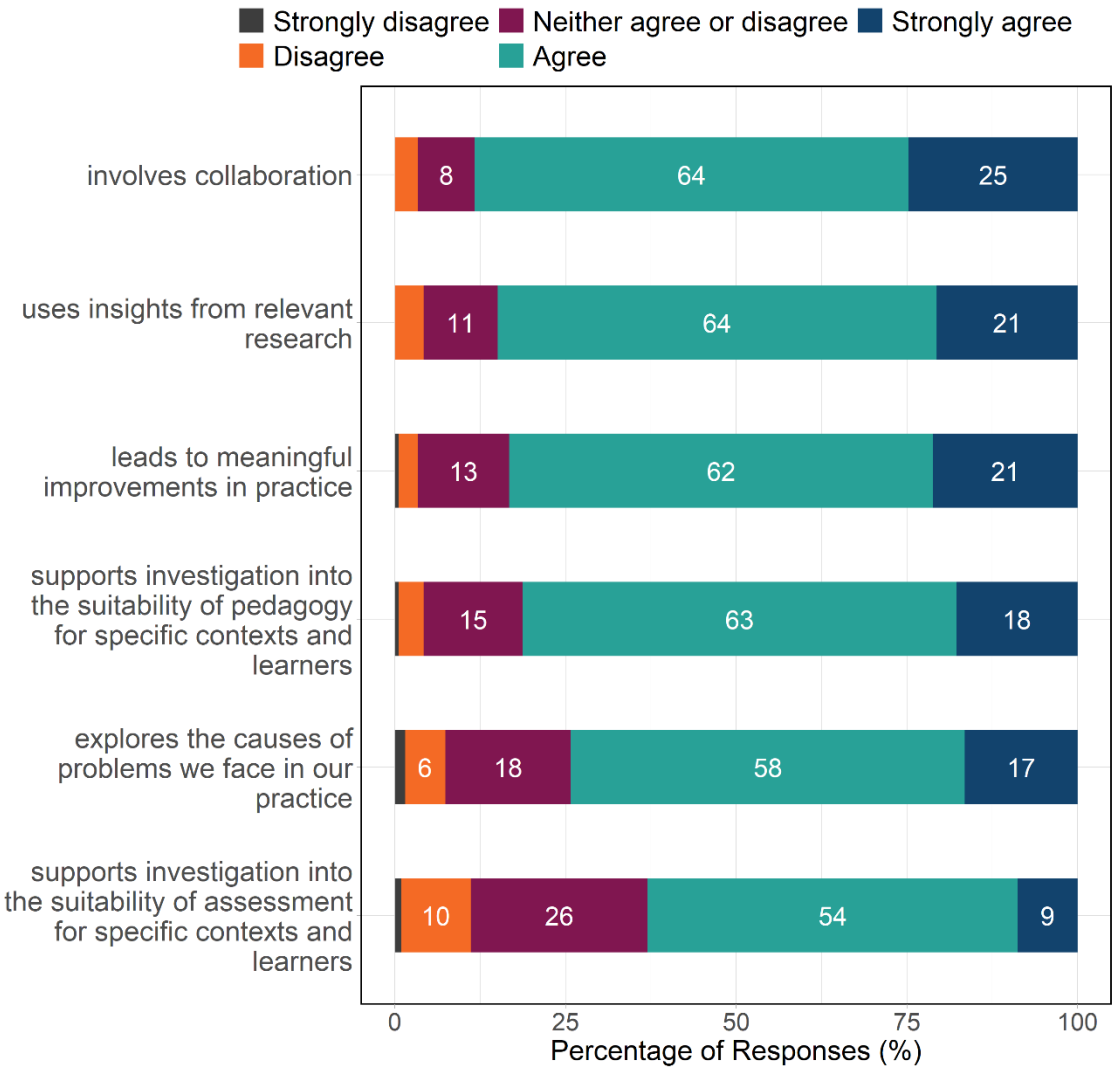
- “involves collaboration” (88% agreed, 3% disagreed)

Among respondents who indicated they had been involved with professional enquiry, the majority of senior leaders indicated their agreement with the following statements on professional enquiry at their school:

- “uses insights from relevant research” (85% agreed, 4% disagreed)
- “leads to meaningful improvements in practice” (83% agreed, 3% disagreed)
- “supports investigation into the suitability of pedagogy for specific contexts and learners” (81% agreed, 4% disagreed)
- “explores the causes of problems we face in our practice” (74% agreed, 7% disagreed)
- “supports investigation into the suitability of assessment for specific contexts and learners” (63% agreed, 11% disagreed)

Figure 31. Professional enquiry

Senior leader responses to the question: “To what extent do you agree or disagree with the following? At my school, professional enquiry...”



23. Contribution to the curriculum (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their contribution to the curriculum at their school.

My contribution to designing and/or developing the curriculum at my school...

- “makes me feel I have influence”
- “makes me feel valued”
- “makes me feel motivated in my work”
- “is informed by my own past experiences”
- “is supported by positive working relationships”
- “is supported by the quality of the physical environment I work in”

Summary of findings: Contribution to the curriculum (senior leaders)

Senior leaders generally agreed with the statements in the question. For all statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Out of all the questions relating to contribution to the curriculum, the statement regarding the quality of the physical environment had the highest proportion of disagree responses for senior leaders, with 12% of senior leaders selecting disagree or strongly disagree.

Findings: Contribution to the curriculum (senior leaders)

All senior leaders

The vast majority of senior leaders indicated agreement that their contribution to designing and/or developing the curriculum at their school:

- “is supported by positive working relationships” (89% agreed, 2% disagreed)
- “makes me feel I have influence” (87% agreed, 4% disagreed)

- “is informed by my own past experiences” (86% agreed, 3% disagreed)

The majority of senior leaders indicated agreement that their contribution to designing and/or developing the curriculum at their school:

- “makes me feel motivated in my work” (79% agreed, 5% disagreed)
- “makes me feel valued” (78% agreed, 5% disagreed)
- “is supported by the quality of the physical environment I work in” (67% agreed, 12% disagreed)

Figure 32. Contribution to the curriculum

Senior leader responses to the question: “My contribution to designing and/or developing the curriculum at my school...”



24. Confidence that learners will progress (senior leaders)

Survey respondents were asked to what extent they agreed with a series of statements about their perception of learners' progress.

Senior leaders were asked to what extent they were confident that their school's curriculum would:

- "support our learners to develop in the ways described in the four purposes"
- "support learners equally well to progress, irrespective of their starting point"
- "support learners equally well to progress, irrespective of their individual circumstances"
- "enable learners from low-income households to progress as fully as their peers"

Senior leaders were also asked to what extent they agreed that, when comparing with the previous curriculum, they were confident that their school's curriculum would ...

- "better meet the needs of all learners"
- "lead to improved learner progression"
- "help learners reach their full potential"
- "improve overall levels of learners' achievement"

Summary of findings: Confidence that learners will progress (senior leaders)

Senior leaders generally agreed with the statements in the question, indicating their confidence that the school curriculum helps learners to progress and their confidence in the new curriculum compared to the previous curriculum. For all statements, the majority (over 58%) of senior leaders either agreed or strongly agreed.

Across all statements on learner progress, rates of disagreement were low. The statement on enabling learners from low-income households to progress as fully as their peers had the

highest proportion of disagree responses for senior leaders, with 4% of senior leaders selecting disagree or strongly disagree.

Out of all the statements on meeting learner needs, the highest levels of disagreement were in relation to their confidence that their school's curriculum would improve overall levels of learner achievement and learner progression, with 11% of senior leaders selecting disagree or strongly disagree.

Findings: Confidence that learners will progress (senior leaders)

All senior leaders

The vast majority of senior leaders indicated their agreement that they were confident their school's curriculum would:

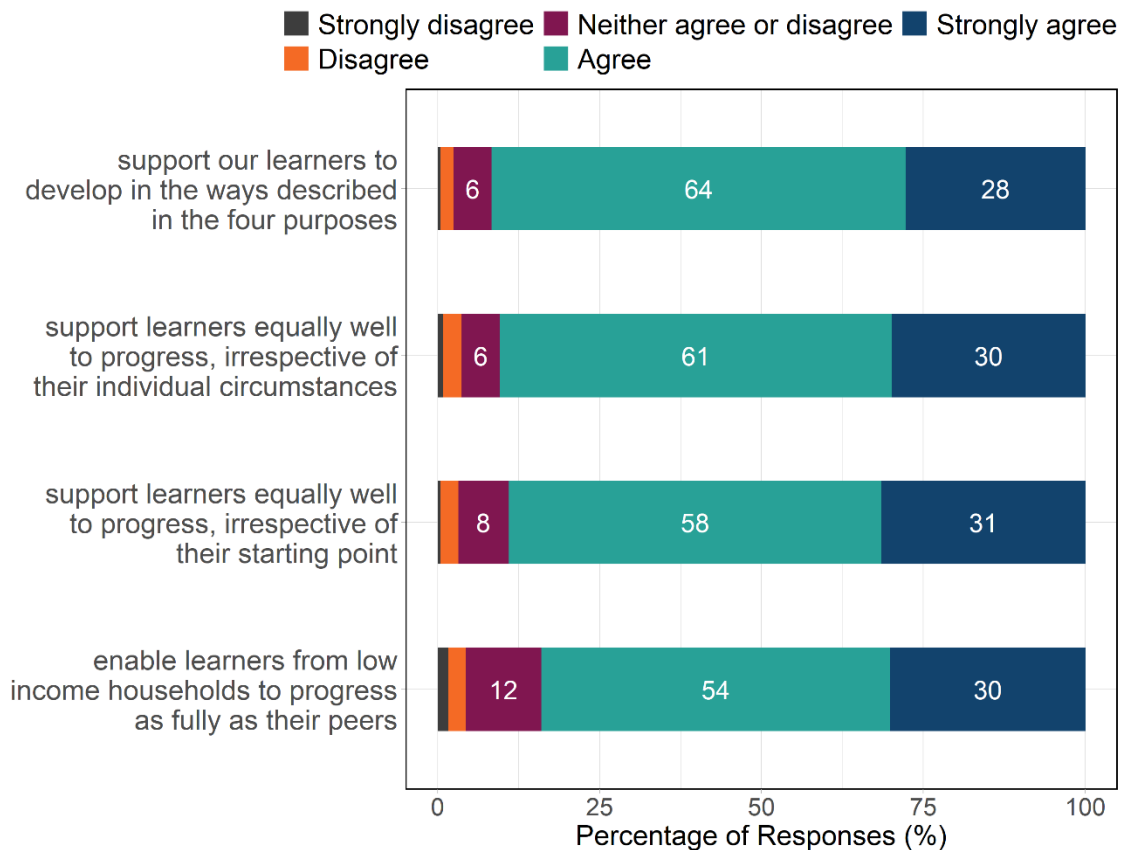
- “support our learners to develop in the ways described in the four purposes” (92% agreed, 2% disagreed)
- “support learners equally well to progress, irrespective of their individual circumstances” (90% agreed, 4% disagreed)
- “support learners equally well to progress, irrespective of their starting point” (89% agreed, 3% disagreed)

The majority of senior leaders indicated their agreement that they were confident their school's curriculum would:

- “enable learners from low-income households to progress as fully as their peers” (84% agreed, 4% disagreed)

Figure 33. Learners' progress

Senior leader responses to the question: "I am confident that the school's curriculum will..."

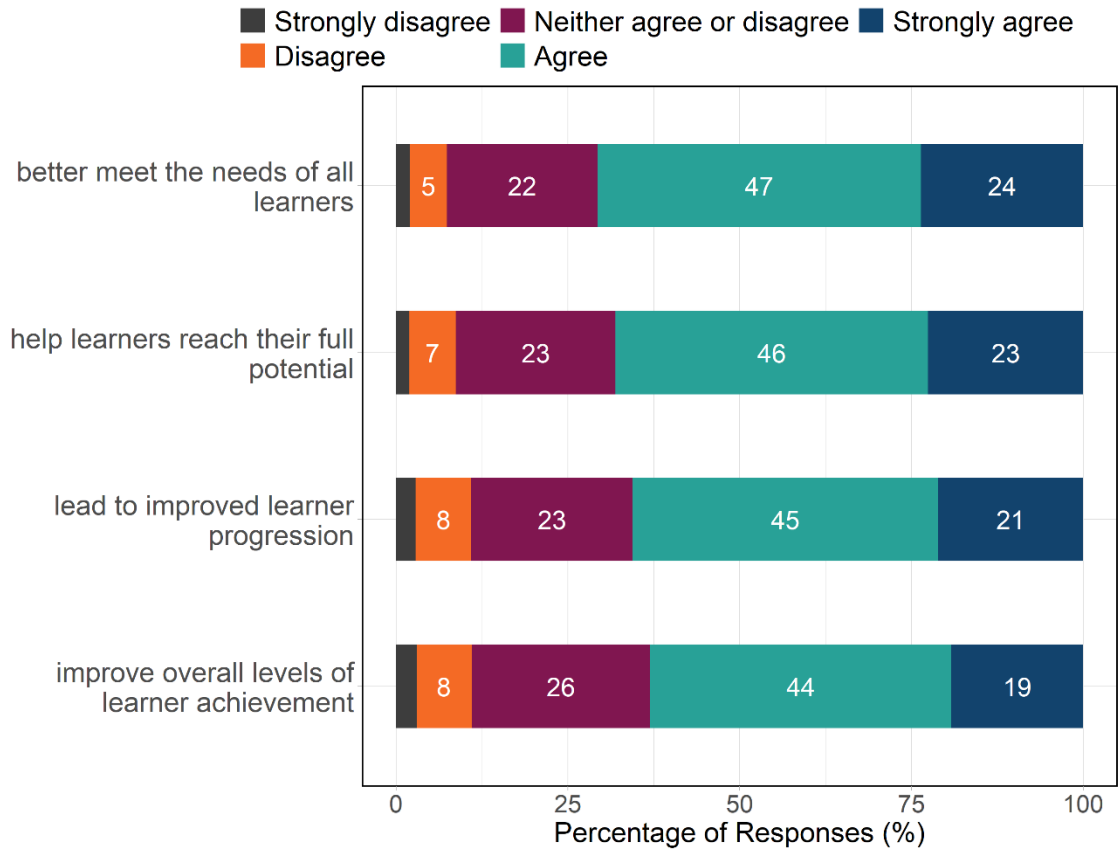


The majority of senior leaders indicated their agreement that they were confident their school's curriculum would:

- "better meet the needs of all learners" (71% agreed, 7% disagreed)
- "help learners reach their full potential" (68% agreed, 9% disagreed)
- "lead to improved learner progression" (66% agreed, 11% disagreed)
- "improve overall levels of learner achievement" (63% agreed, 11% disagreed)

Figure 34. Meeting learners’ needs

Senior leader responses to the question: “When comparing to the previous curriculum, I’m confident that the school’s curriculum will:”



25. Challenges and future support (senior leaders)

Survey respondents were asked to what extent they agreed with three open-text questions. These were:

- “The thing I'm finding most challenging in responding to the Curriculum for Wales is...”
- “I need further support to help me...”
- “If a colleague asked what I liked the most about the Curriculum for Wales, I would say that...”

Summary of findings: Challenges and future support (senior leaders)

In response to optional open-text questions, senior leaders reported that the aspects they found most challenging in responding to CfW were:

- a lack of time, funding and resources to work collaboratively and release staff for professional learning
- a lack of clarity relating to assessment and progression
- a lack of good examples of curriculum design and realisation in practice
- more general concerns about CfW or education more broadly

Senior leaders reported that they needed further support to help them with some aspects of curriculum realisation:

- clearer guidance relating to assessment
- a lack of financial resources for releasing staff for professional learning
- more time to realise CfW, take part in professional learning and collaborative activities
- more or better guidance relating to the curriculum, assessment and progression

Senior leaders reported that, if asked by a colleague what they most liked about CfW, they would say that:

- they liked the flexibility and freedom to design their own curriculum to suit the needs of their learners
- they felt CfW was more learner-led and relevant to real-life
- they liked key aspects of CfW, for example the four purposes, making connections between and across subjects and areas of learning
- that they felt CfW was benefitting their learners in terms of their involvement in the curriculum, contextual learning and the focus on wellbeing

Open-text responses: Challenges and future support (senior leaders)

Findings: “The thing I'm finding most challenging in responding to the Curriculum for Wales is...”

Among senior leaders who provided responses to the optional open-text question (314 out of 451 respondents) the main points that were raised were:

- that senior leaders lacked time, funding and resources to work collaboratively with other staff, schools and clusters to develop the curriculum and to release staff for professional development that would help to realise CfW
- a call for more and clearer guidance and direction on assessment and progression as well as concerns about lack of standardisation in assessment practices and not knowing how to approach assessment or progression
- a call for either more or better guidance either in general about CfW or, specifically, more examples of what the curriculum should look like, including how to make decisions in relation to curriculum design and realisation, best practice examples of other schools doing it well and more guidance on the areas of learning and experience (for example, how much emphasis to place on each area in primary schools as well as how to ensure aspects of CfW are embedded across the curriculum) concerns about CfW or education more broadly. Concerns raised were varied and included CfW being too vague and open to interpretation, increased

workload, comments about inconsistent approaches to realising the curriculum and a lack of standardisation across schools and educational standards more broadly.

Findings: “I need further support to help me....”

Among the senior leaders who provided responses to the optional open-text question (215 out of 451) the main points that were raised were:

- a call for clearer guidance and direction on assessment, indicating that assessment and progression criteria were unclear to them. Senior leaders wanted more specific guidance around assessment strategies and arrangements, progression models and procedures, how to track progression and best practice examples across a range of contexts.
- a lack of financial resources for releasing staff for professional learning to realise CfW properly, support staff who could enable them to spend time on developing the curriculum well and funding to help maintain a positive work environment for staff and pupils.
- that they felt they needed more time to realise CfW, including time needed for professional development to support CfW realisation, to plan and create resources, to reflect and collaborate with other staff and schools and time to develop a shared understanding of their curriculum.
- Senior leaders felt there was a need for more and/or better guidance either in general or specifically more examples of what the curriculum should look like, assessment and progression, curriculum design and examples of other schools doing it well

Findings: “If a colleague asked what I liked the most about the Curriculum for Wales, I would say that...”

Among senior leaders who provided responses to the optional open-text question (288 out of 451) the main points raised were:

- that they liked the flexibility and freedom to design their own curriculum. Comments included liking the autonomy to suit the needs of their learners to improve engagement and make learning more relevant, the opportunity to personalise a local curriculum as well as providing more creativity for staff to teach more innovative and exciting lessons.

- that they felt CfW was more relevant to learners as it was more learner-led. Comments included being more inclusive, authentic, liking the focus on real-life learning and providing context for learning, the focus on local needs and health and wellbeing
- that they liked key aspects of CfW, including the four purposes, linking learning to other subjects through areas of learning and experience, the focus on progression and development skills as well as knowledge.
- that CfW was benefitting learners in some way. Comments included liking the focus of the child at the heart of the process, leading to improved pupil engagement, the ability to provide contextual experiences, meeting individual needs, the focus on wellbeing and how CfW was helping to develop learners more holistically.

Part B: Teacher survey findings

In Part B, the term “teacher” is used, for brevity, to describe all those who said they were not members of the senior leadership team at their school, including middle leaders, teachers, LSWs and other staff.

26. Commitment to curriculum change (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their commitment to curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales”
- “I am always an advocate for the Curriculum for Wales when talking with colleagues”
- “I consider the Curriculum for Wales to be much better than the previous curriculum”

Respondents were then offered the opportunity to expand on their response in an open-text box.

Summary of findings: Commitment to curriculum change (teachers)

Teachers had mixed views in relation to statements about their commitment to curriculum change. The vast majority of teachers agreed that they were willing to make changes to their professional practice to realise the aspirations of CfW, while around half agreed that they were always an advocate for CfW when talking with colleagues. Roughly equal percentages of teachers agreed (32%) and disagreed (30%) that they considered CfW to be much better than the previous curriculum.

Findings: Commitment to curriculum change (teachers)

Teachers

The vast majority of teachers indicated their agreement with the following statements:

- “I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales” (87% agreed, 2% disagreed)

Around half of teachers indicated their agreement with the following statements:

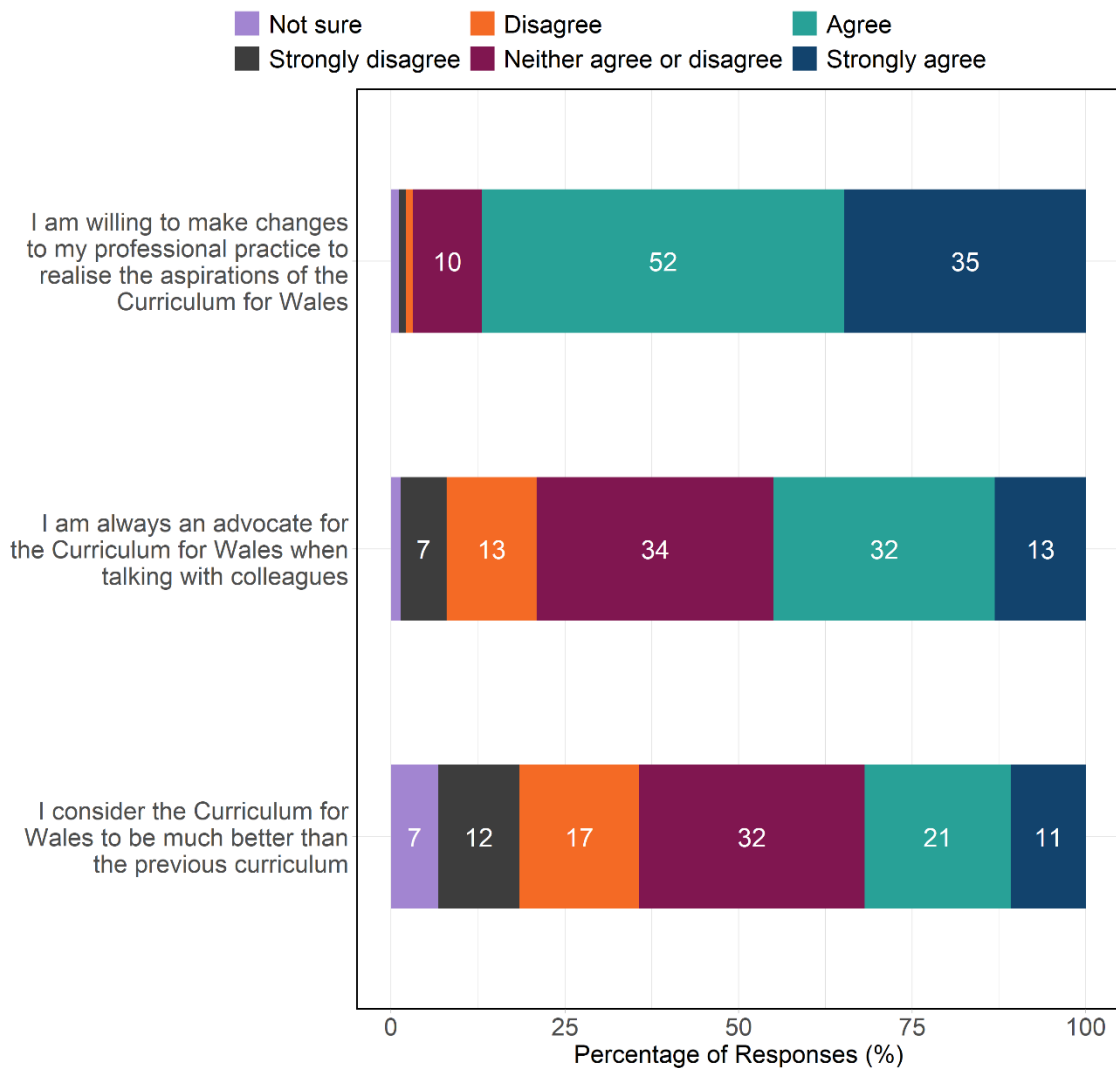
- “I am always an advocate for the Curriculum for Wales when talking with colleagues” (45% agreed, 20% disagreed)

A minority of teachers indicated their agreement with the following statements:

- “I consider the Curriculum for Wales to be much better than the previous curriculum” (32% agreed, 29% disagreed)

Figure 35. Commitment to curriculum change

Teacher responses to the question: to what extent do you agree with the following statements?



Open-text responses: Commitment to curriculum change (teachers)

Among the teachers who provided responses to the optional open-text question (173 out of 444 teachers) the main points that were raised were:

- that there was a need for either more or better guidance either in general or specifically more examples of what the curriculum should look like. Comments included needing clearer guidance and finding it hard to know what to do or what CfW should look like.

- a call for clearer guidance and direction on assessment and progression. This included concerns about lack of standardisation in assessment practices and perceptions that ambiguity around assessment and progression had led to an increased workload.
- that they liked the flexibility and freedom to design their own curriculum. Comments included liking the autonomy to suit the needs of their learners, the opportunity to personalise a local curriculum as well as providing more creativity for staff to teach more innovative and exciting lessons.
- that they liked the concept of CfW and felt that it had good potential, but there were barriers to realising it. There were positive comments on the vision and aspirations of CfW but a feeling that there was a lack of guidance and support in terms of realising it. Comments also included lack of direction in terms of assessment and progression and support for teachers to realise CfW.
- concerns about CfW or education more broadly. Concerns raised were varied and included being too vague and open to interpretation, increased workload, inconsistent approaches to realising CfW, including too much flexibility and a lack of standardisation across schools and educational standards more broadly.

27. Knowledge about curriculum change (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their knowledge about curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “The reasons for reforming the curriculum are clear to me”
- “I understand my role in implementing the Curriculum for Wales”
- “I am clear on what has changed in Curriculum for Wales compared to the previous curriculum”
- “I can explain to others the main elements of the Curriculum for Wales”

Summary of findings: Knowledge about curriculum change (teachers)

Teachers generally agreed with the statements in the question, indicating their knowledge about curriculum change. For three of the four statements, a majority (over 58%) of teachers either agreed or strongly agreed. For one of the statements, around half (49%) of teachers either agreed or strongly agreed.

Out of all the statements, that regarding teachers’ knowledge of the reasons for reforming the curriculum received the highest proportion of disagree or strongly disagree responses, with 20% disagreeing that the reasons were clear.

Findings: Knowledge about curriculum change (teachers)

Teachers

The majority of teachers indicated their agreement with the following statements:

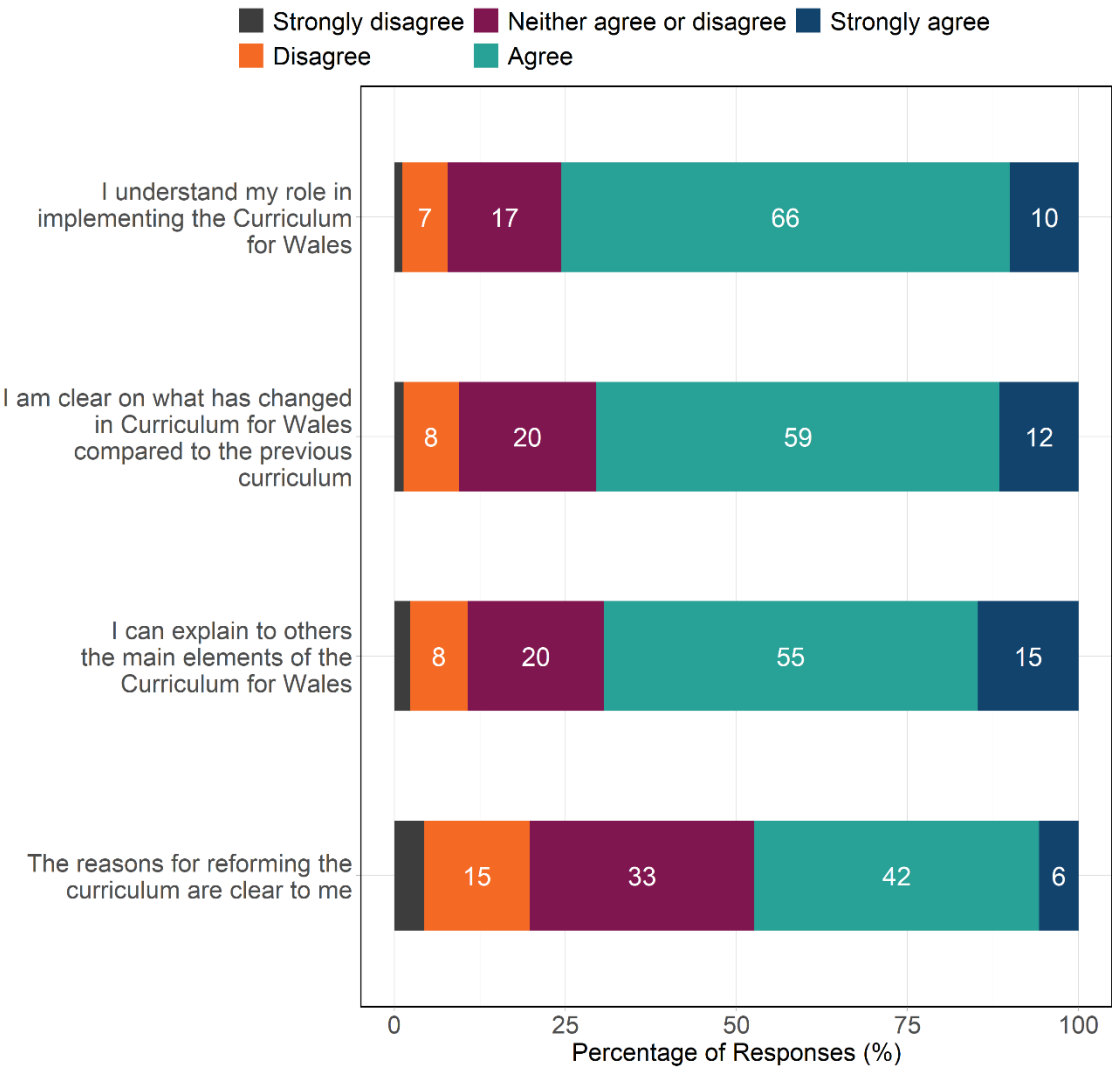
- “I understand my role in implementing the Curriculum for Wales” (76% agreed, 8% disagreed)
- “I am clear on what has changed in Curriculum for Wales compared to the previous curriculum” (70% agreed, 9% disagreed)
- “I can explain to others the main elements of the Curriculum for Wales” (68% agreed, 11% disagreed)

Around half of teachers indicated their agreement with the following statements:

- “The reasons for reforming the curriculum are clear to me” (47% agreed, 20% disagreed)

Figure 36: Knowledge about curriculum change

Teacher responses to the question: To what extent do you agree with the following statements?



28. Understanding of curriculum change (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their understanding of curriculum change. Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “I understand how I should change my practice in response to the Curriculum for Wales”
- “I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales”
- “I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales”

Summary of findings: Understanding of curriculum change (teachers)

Teachers generally agreed with the statements in the question, indicating their understanding of curriculum change. For two of the three statements, the majority (over 58%) of teachers either agreed or strongly agreed.

Out of all the statements, the highest level of disagreement was in relation to teachers’ understanding of the requirements for planning assessment arrangements, with 27% disagreeing that they understood what their school is required to do.

Findings: Understanding of curriculum change (teachers)

Teachers

The majority of teachers indicated their agreement with the following statements:

- “I understand how I should change my practice in response to the Curriculum for Wales” (69% agreed, 10% disagreed)

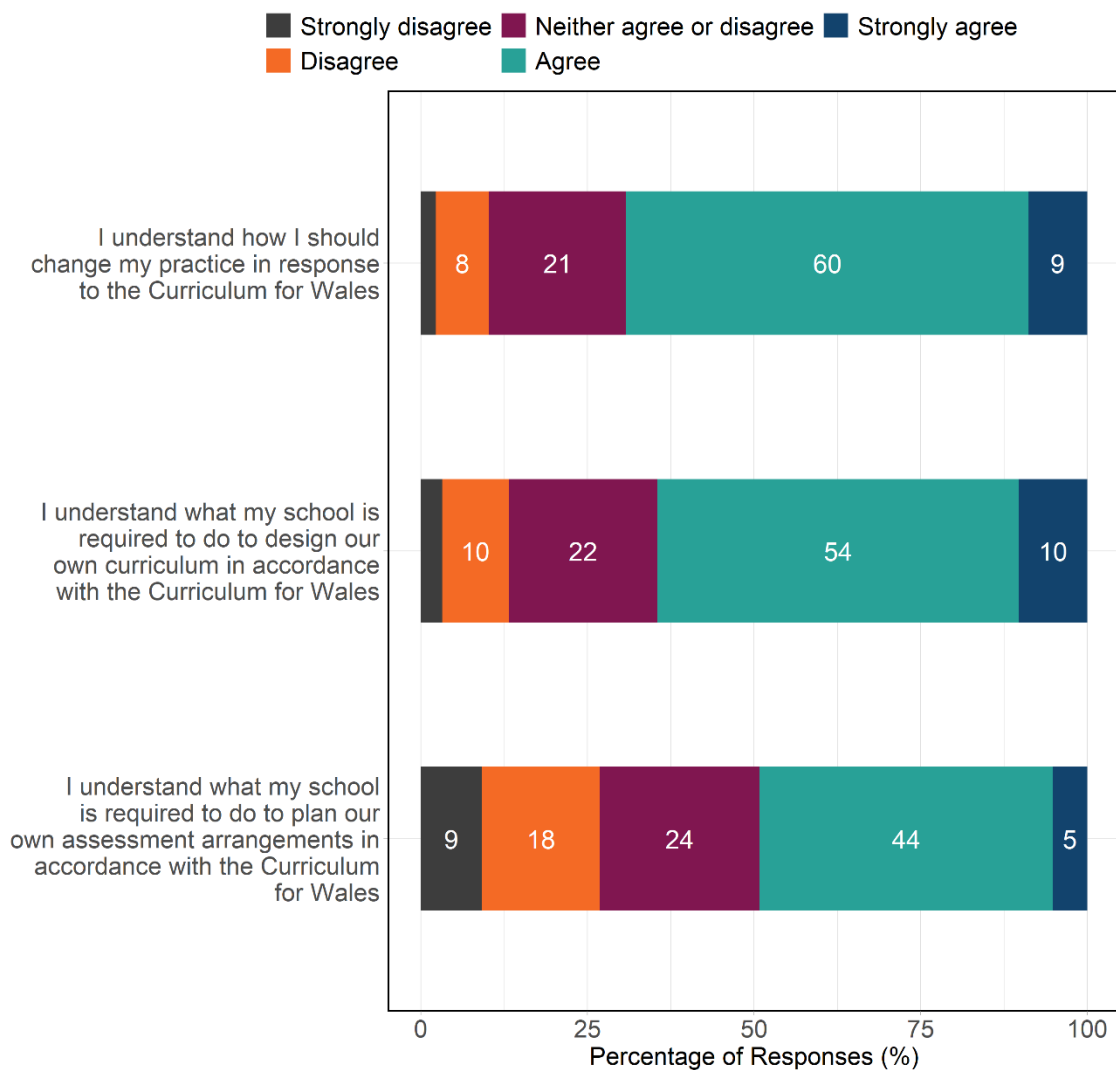
- “I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales” (64% agreed, 13% disagreed)

Around half of teachers indicated their agreement with the following statements:

- “I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales” (49% agreed, 27% disagreed)

Figure 37: Understanding of curriculum change

Teacher responses to the question: To what extent do you agree with the following statements?



29. Capability to act in ways that realise curriculum change (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their capability, or that of teachers at their school (see sections 2.3 and 2.34 for information about the question variants presented to teachers and other staff), to act in ways that realise curriculum change. Response options ranged from “strongly agree” to “strongly disagree”.

Specifically, teachers (i.e. those who had teaching responsibilities or assisted with teaching) were asked to what extent they agreed with the following statements:

- “I am confident I have the skills I need”
- “I am confident of my subject knowledge”
- “I am confident of my pedagogical knowledge”
- “I am confident I am able to provide authentic and purposeful experiences for learners”
- “I am confident supporting learners to make connections between subjects and areas of learning and experience”
- “I am confident of my own curriculum design expertise”
- “I am confident of my own assessment design expertise”
- “I am confident of my ability to adapt my professional practice”

Other staff (i.e. those who did not have teaching responsibilities or assist with teaching) were asked to what extent they agreed with the following statements: “At my school, I am confident teachers”:

- “have the skills they need”
- “have the subject knowledge they need”
- “have the pedagogical knowledge they need”
- “are able to provide authentic and purposeful experiences for learners”

- “can support learners to make connections between subjects and areas of learning and experience”

Summary of findings: capability to act in ways that realise curriculum change (teachers)

Teachers generally agreed with the statements in the question, indicating confidence in their capability to act in ways that realise curriculum change. For five of the seven statements, the majority (over 58%) of teachers either agreed or strongly agreed.

Out of all the statements, the highest level of disagreement was in relation to assessment design expertise received, with 22% of teachers disagreeing that they were confident of their assessment design expertise.

Findings: capability to act in ways that realise curriculum change (teachers)

Teachers

The majority of teaching practitioners indicated their agreement with the following statements:

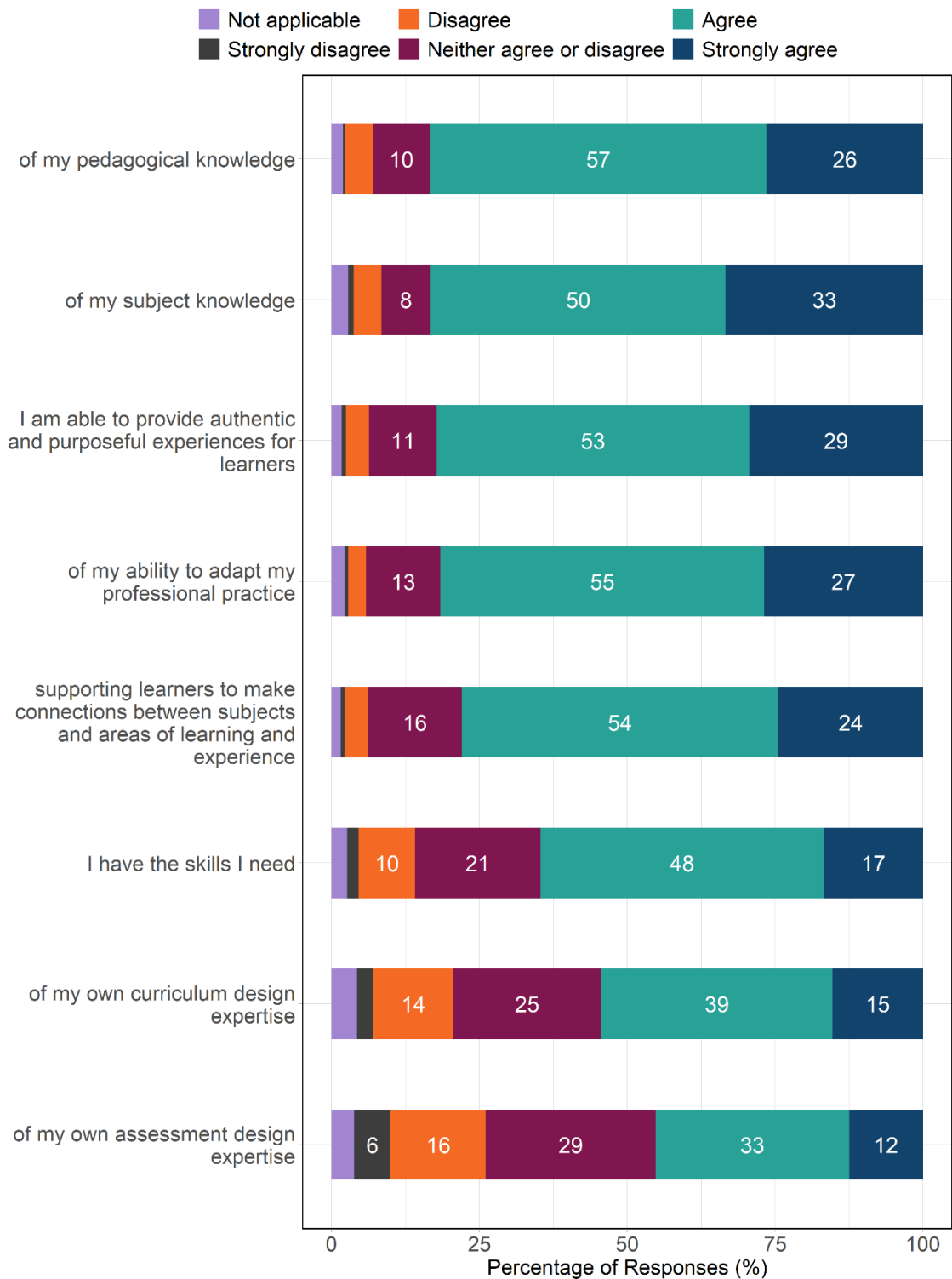
- “I am confident of my pedagogical knowledge” (83% agree, 5% disagree)
- “I am confident of my subject knowledge” (83% agree, 6% disagree)
- “I am confident I am able to provide authentic and purposeful experiences for learners” (82% agree, 5% disagree)
- “I am confident of my ability to adapt my professional practice” (82% agree, 4% disagree)
- “I am confident supporting learners to make connections between subjects and areas of learning and experience” (78% agree, 5% disagree)
- “I am confident I have the skills I need” (65% agree, 11% disagree)

Around half of teachers indicated their agreement with the following statements:

- “I am confident of my own curriculum design expertise” (54% agree, 16% disagree)
- “I am confident of my own assessment design expertise” (45% agree, 22% disagree)

Figure 38: Capability to act in ways that realise curriculum change

Teacher responses to the question: Thinking about your role in designing and implementing the CfW, to what extent do you agree with the following statements?



Other staff

The majority of other staff²⁶ indicated their agreement with the following statements:

- “At my school, I am confident teachers have the skills they need” (62% agree, 23% disagree)
- “At my school, I am confident teachers have the subject knowledge they need” (62% agree, 22% disagree)
- “At my school, I am confident teachers are able to provide authentic and purposeful experiences for learners” (68% agree, 6% disagree)
- “At my school, I am confident teachers have the pedagogical knowledge they need” (70% agree, 5% disagree)
- “At my school, I am confident teachers can support learners to make connections between subjects and areas of learning and experience” (75% agree, 7% disagree)
- “At my school, I am confident teachers have the ability to adapt their professional practice” (72% agree, 6% disagree)

Around half of other staff indicated their agreement with the following statements:

- “At my school, I am confident teachers have the curriculum design expertise they need” (50% agree, 16% disagree)

A minority of other staff indicated their agreement with the following statements:

- “At my school, I am confident teachers have the assessment design expertise they need” (35% agree, 16% disagree)

[26] These included those who said they were a student teacher, pastoral lead, youth worker, assistant ALN co-ordinator, administrator or school governor.

Open text responses: capability to act in ways that realise curriculum change (teachers)

Among the teachers who provided responses to the optional open-text question (67 out of 438 teachers – where 6 of the 444 teachers did not respond to the preceding quantitative question) the main points raised were:

- that they felt confident in their skills and knowledge. Comments included feeling able to adapt to the requirements of CfW because of their own experience (but concerned about the time and resources to do so) or emphasising that they felt they had time to continuously engage with other colleagues or schools on CfW or do their own research.
- a call for clearer guidance and direction on assessment and a feeling that the perceived ambiguity around assessment had led to an increased workload and had also made it difficult to explain approaches to assessment and progression to parents/carers.
- that they lacked the time and resources to fully realise CfW. Comments included lack of time to talk to colleagues and practitioners in other schools, to review CfW documentation and to produce materials that reflected the requirements of CfW.
- a lack of financial resources for releasing staff for professional learning and for providing authentic experiences for learners.
- a need for either more or better guidance, either in general as it was felt the guidance was too vague or specifically more examples of what the curriculum should look like.
- concerns about CfW or education more broadly. Concerns raised were varied and included increased workload, inconsistent approaches to realising CfW and a lack of standardisation across schools and educational standards more broadly.

30. Wellbeing (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about practitioner wellbeing.^[Footnote 27] Response options ranged from “strongly agree” to “strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “My school is a good place to work”
- “I am satisfied with my job”
- “I am satisfied with my work life balance”
- “My work as an educator is meaningful”
- “My relationships with learners are rewarding to me”
- “My relationships with colleagues are supportive”
- “I feel I can be myself with colleagues at work”

Summary of findings: Wellbeing (teachers)

Teachers generally agreed with 6 of the 7 statements in the question, indicating their positive outlook with respect to their wellbeing and working environments. For 6 of the 7 statements, the majority (over 58%) of teachers either agreed or strongly agreed. For 1 of the statements almost half (42%) disagreed.

Out of all the statements, the highest level of disagreement was in relation to teachers’ work-life balance, with 42% disagreeing that they were satisfied with their work life balance.

[27] This theme was described as “Working environment” in the questionnaire.

Findings: Wellbeing (teachers)

Teachers

The vast majority of teachers indicated their agreement with the following statements:

- “My relationships with learners are rewarding to me” (94% agreed, 1% disagreed)
- “My relationships with colleagues are supportive” (86% agreed, 4% disagreed)

The majority of teachers indicated their agreement with the following statements:

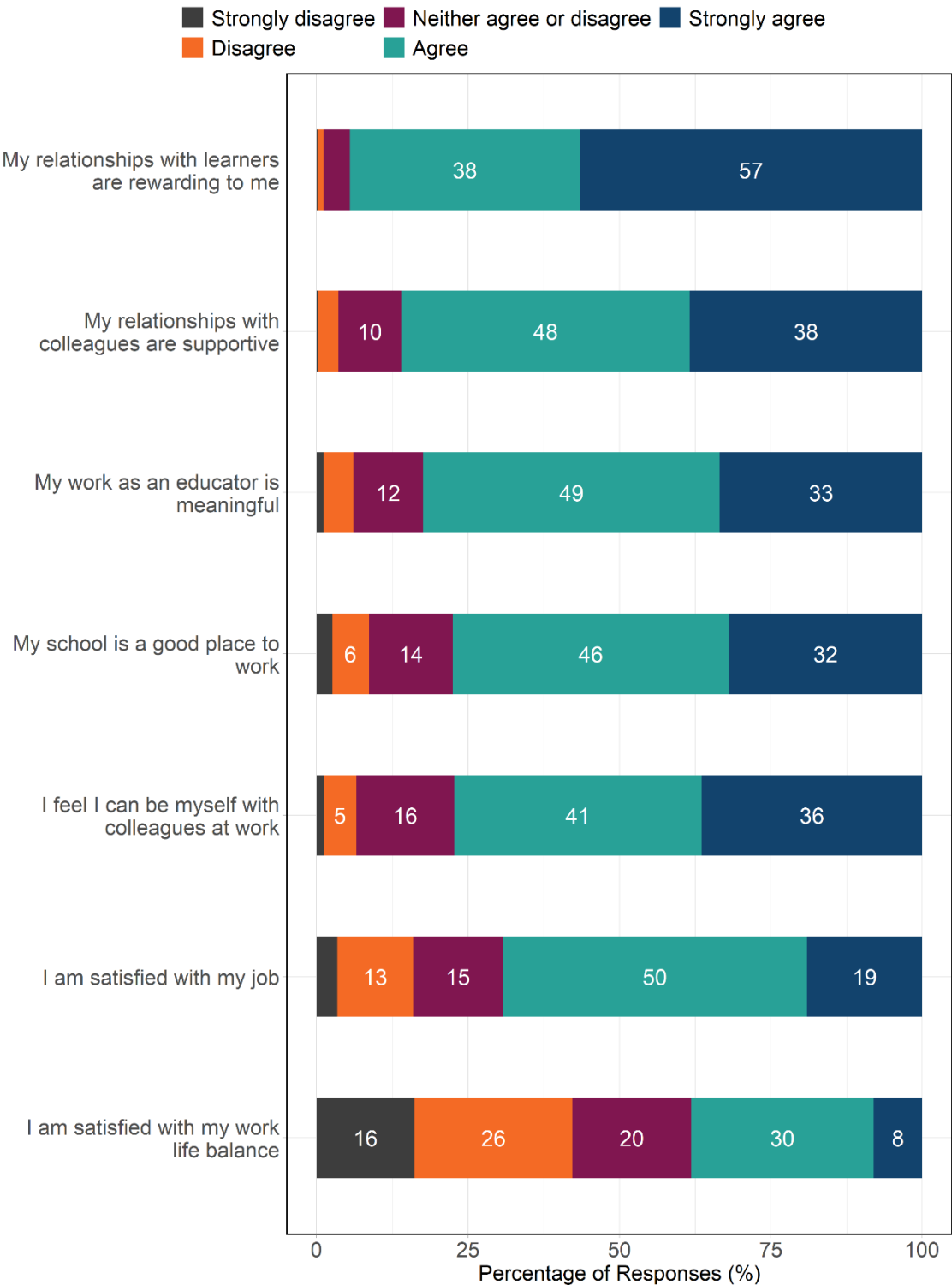
- “My work as an educator is meaningful” (82% agreed, 6% disagreed)
- “My school is a good place to work” (78% agreed, 9% disagreed)
- “I feel I can be myself with colleagues at work” (77% agreed, 7% disagreed)
- “I am satisfied with my job” (70% agreed, 16% disagreed)

A minority of teachers indicated their agreement with the following statements:

- “I am satisfied with my work life balance” (38% agreed, 42% disagreed)

Figure 39: Wellbeing

Teacher responses to the question: Thinking about your work at your school, to what extent do you agree with the following statements?



31. Collaboration on curriculum design (teachers)

Survey respondents were asked to what extent there had been collaboration with different groups on curriculum design at their school. Response options ranged from “No collaboration” to “A great deal of collaboration”. Specifically, respondents were asked to what extent there had been collaboration:

- “between teachers”
- “with primary schools”
- “with secondary schools”
- “with special schools”
- “with PRUs or other EOTAS providers”
- “with nursery settings”
- “with governors”
- “with learners”
- “with parents/carers”
- “with Higher Education institutions”
- “with businesses or employers”
- “with other organisations/institutions”

Respondents were subsequently asked to what extent they agreed with the following statements relating to how collaboration had taken place in their school (response options ranged from “Strongly agree” to “Strongly disagree”:

- “Teachers are consistently involved in discussion/decisions about pedagogy”
- “Opportunities are provided for teachers to initiate change”
- “Teachers assume shared responsibility and accountability for learner progress”
- “Teachers are actively involved in maintaining high expectations to increase learner achievement”
- “Leaders at this school consider advice from teachers when making decisions”

- “Leadership is nurtured and distributed among teachers”

Summary of findings: Collaboration on curriculum design (teachers)

Teachers indicated there had been collaboration with around half of the suggested partners. For 6 of the 12 statements, over 50% of teachers reported some or a great deal of collaboration.

Teachers generally had positive views on how collaboration had taken place. For each of the statements, the majority (over 58%) of teachers agreed or strongly agreed.

Out of all the collaboration partners included in the survey, special schools were the partners for whom most respondents reported no collaboration had occurred.

Out of all the statements on how collaboration takes place, the highest levels of disagreement were in relation to those regarding opportunities to initiate change and leadership considering teachers’ advice, with 15% of respondents disagreeing for both statements.

Findings: Collaboration on curriculum design (teachers)

Teachers

A vast majority of teachers indicated there had been collaboration with the following groups:

- “between teachers” (92% indicated collaboration, 2% indicated no collaboration)

The majority of teachers indicated their agreement with the following statements:

- “with learners” (80% indicated collaboration, 7% indicated no collaboration)
- “with primary schools” (72% indicated collaboration, 13% indicated no collaboration)
- “with governors” (64% indicated collaboration, 15% indicated no collaboration)

Around half of teachers indicated there had been collaboration with the following groups:

- “with parents or carers” (58% indicated collaboration, 19% indicated no collaboration)

- “with secondary schools” (57% indicated collaboration, 16% indicated no collaboration)

A minority of teachers indicated there had been collaboration with the following groups:

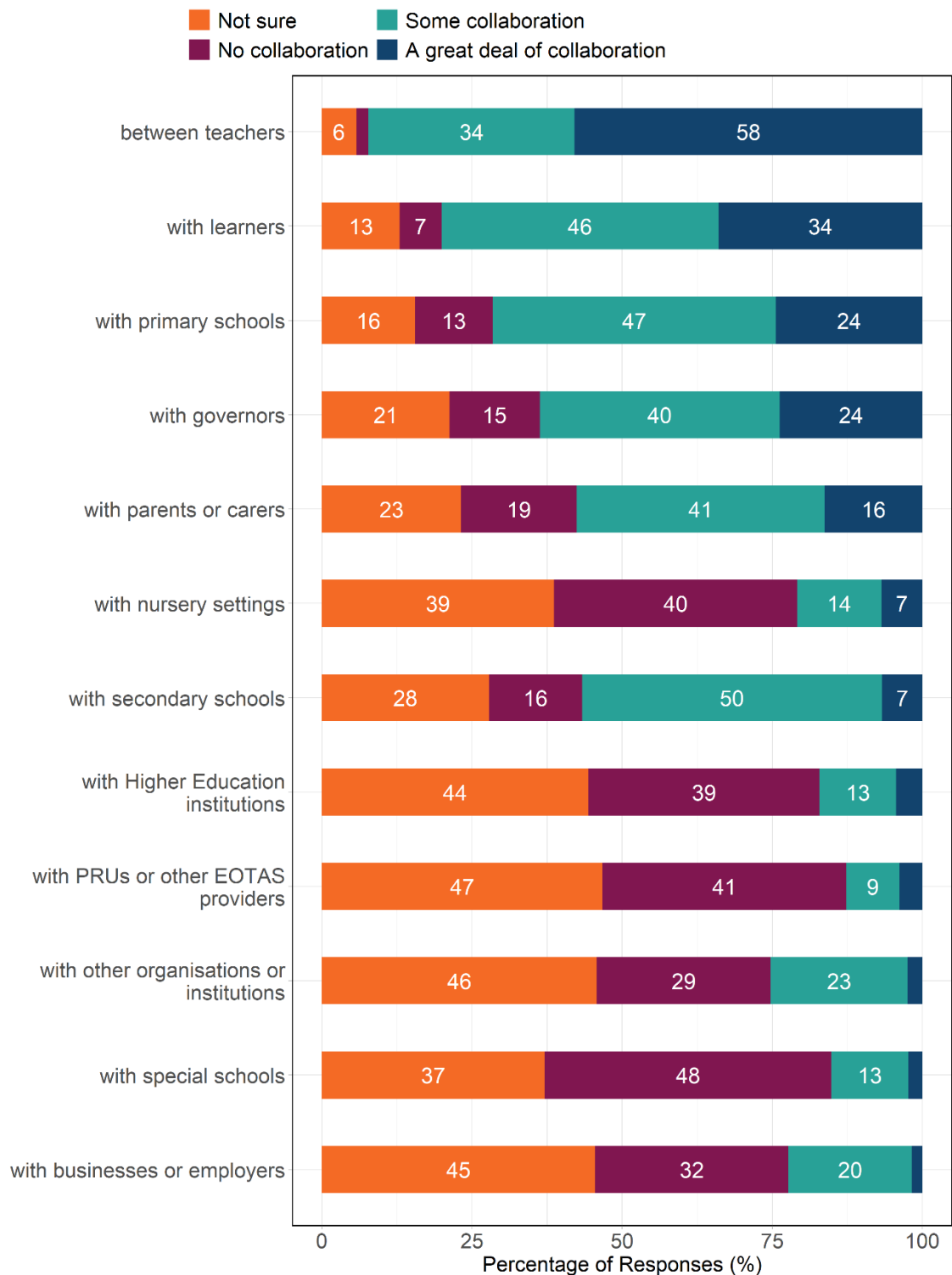
- “with other organisations or institutions” (25% indicated collaboration, 29% indicated no collaboration)
- “with businesses or employers” (22% indicated collaboration, 32% indicated no collaboration)
- “with nursery settings” (21% indicated collaboration, 40% indicated no collaboration)
- “with Higher Education institutions” (17% indicated collaboration, 39% indicated no collaboration)
- “with special schools” (15% indicated collaboration, 48% indicated no collaboration)

A small minority of teachers indicated there had been collaboration with the following groups:

- “with PRUs or other EOTAS providers” (13% indicated collaboration, 41% indicated no collaboration)

Figure 40: Collaborating on curriculum design

Teacher responses to the question: In designing the curriculum at your school, to what extent has there been collaboration...?



A vast majority of teachers indicated their agreement with the following statements:

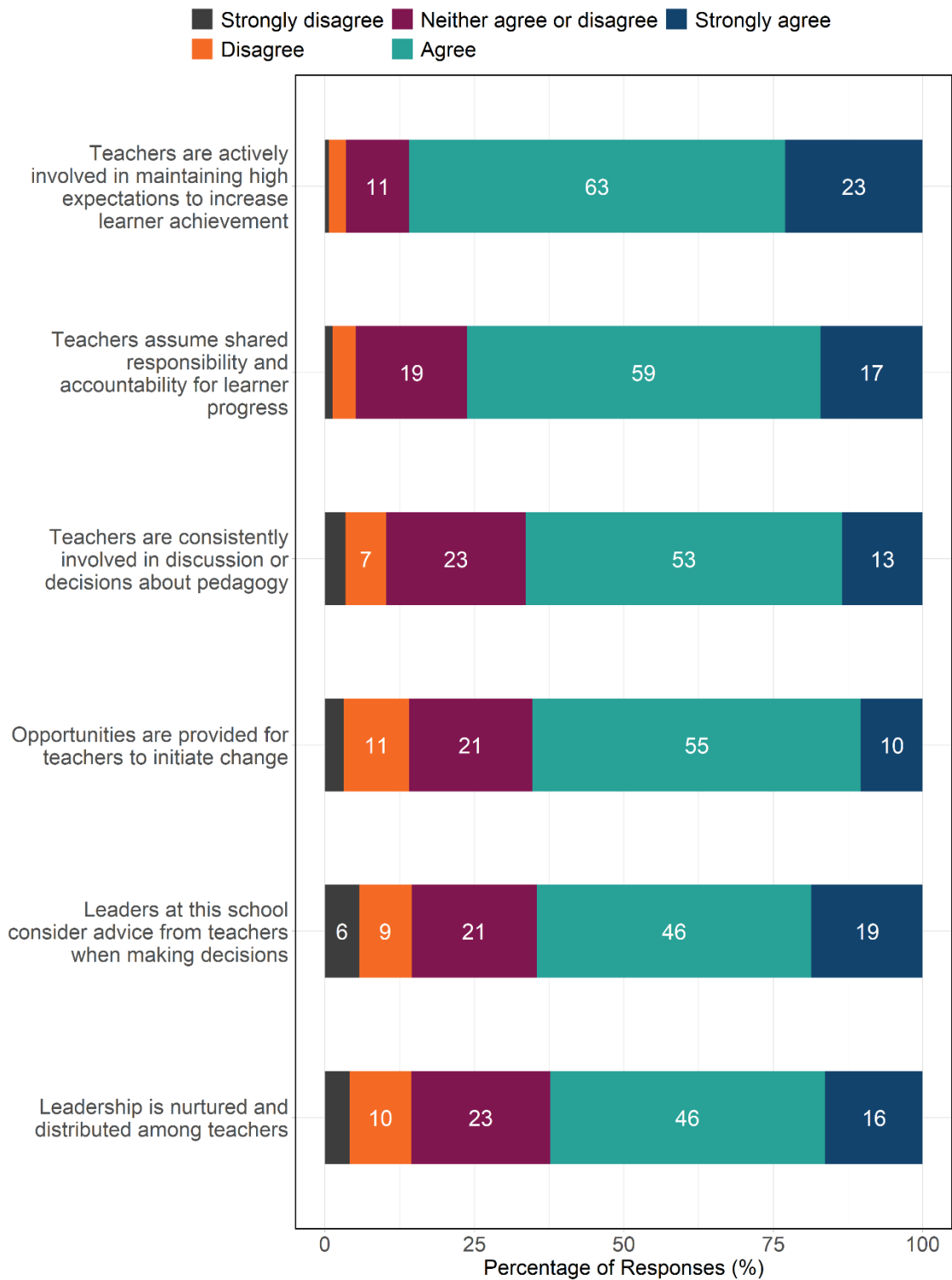
- “Teachers are actively involved in maintaining high expectations to increase learner achievement” (86% agreed, 4% disagreed)

The majority of teachers indicated their agreement with the following statements:

- “Teachers assume shared responsibility and accountability for learner progress” (76% agreed, 5% disagreed)
- “Teachers are consistently involved in discussion or decisions about pedagogy” (66% agreed, 10% disagreed)
- “Opportunities are provided for teachers to initiate change” (65% agreed, 14% disagreed)
- “Leaders at this school consider advice from teachers when making decisions” (65% agreed, 15% disagreed)
- “Leadership is nurtured and distributed among teachers” (62% agreed, 14% disagreed)

Figure 41: Collaborating on curriculum design

Teacher responses to the question: In relation to teachers and senior leaders at your school, to what extent do you agree with the following statements?



32. Shared understanding of aspects of CfW (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about whether there was a shared understanding of various aspects of the curriculum among staff in their school. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed that, among staff at their school, there was a shared understanding of:

- “learner progression”
- “what it means to have an inclusive curriculum”
- “how our curriculum supports learners to develop in the ways described by the four purposes”

Summary of findings: Shared understanding of aspects of CfW (teachers)

Teachers generally agreed with the statements in the question, indicating their views that there is a shared understanding of these aspects of CfW amongst staff at their school. For all of the statements, the majority (over 58%) of teachers either agreed or strongly agreed.

Out of all the statements, that regarding teachers’ understanding of learner progression received the highest proportion of disagree or strongly disagree responses, with 12% disagreeing that they had a firm understanding of learner progression.

Findings: Shared understanding of aspects of CfW (teachers)

Teachers

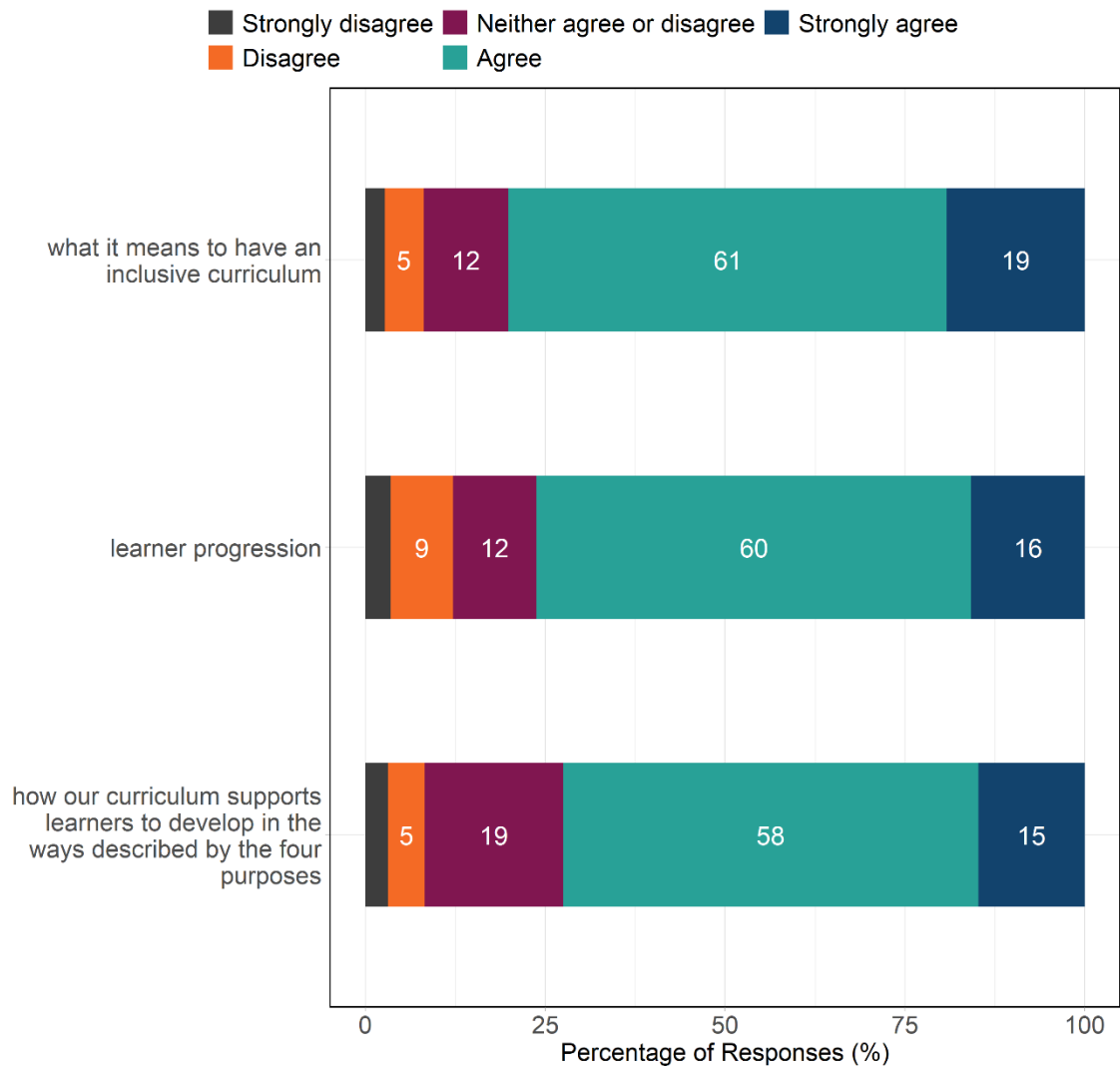
The majority of teachers indicated their agreement that there was a shared understanding of:

- “what it means to have an inclusive curriculum” (80% agreed, 8% disagreed)
- “learner progression” (76% agreed, 12% disagreed)

- “how our curriculum supports learners to develop in the ways described by the four purposes” (73% agreed, 8% disagreed)

Figure 42: Shared understanding of aspects of CfW

Teacher responses to the question: In relation to teachers, senior leaders and those who assist with teaching at your school, among staff at my school there is a shared understanding of...?



33. Professional learning and support (teachers)

Survey respondents with a main role of middle leader, teacher, LSW or other (16% of whom identified as being members of their school's senior leadership team) were asked to what extent they agreed with a series of statements about the professional learning or support available to them in responding to CfW. This included professional learning or support which had been provided in-school, externally or online by teachers and others (for example local authority, regional consortium or partnership). Response options ranged from "Strongly agree" to "Strongly disagree". Specifically, respondents were asked to what extent they agreed with the following statements:

- "I have access to high-quality professional learning"
- "I have been involved in enough professional learning to meet my needs"
- "The professional learning I have been involved in has all been high-quality, in my view"
- "The school-level guidance, support and resources I have used has met my needs"
- "Support from education support partners has met my needs"
- "The broader guidance (for example on Hwb), support and resources I have used has met my needs"

Summary of findings: Professional learning and support (teachers)

Teachers had mixed views in relation to the statements in the question, indicating variable levels of satisfaction with professional learning and support. For five of the statements, around half (between 45% and 56%) agreed or strongly agreed. For one statement, 40% agreed or strongly agreed.

Out of all the statements, the highest level of disagreement was in relation to teachers' involvement with sufficient professional learning to meet their needs, with 28% disagreeing that they had been involved in enough professional learning.

Findings: Professional learning and support (teachers)

Middle leaders, teachers, LSW and other

A majority of teachers agreed with the statement “I have access to high-quality professional learning” (60% agreed, 18% disagreed).

Around half of teachers indicated their agreement with the following statements:

- “The professional learning I have been involved in has all been high-quality, in my view” (57% agreed, 19% disagreed)
- “The school-level guidance, support and resources I have used have met my needs” (55% agreed, 18% disagreed)
- “I have been involved in enough professional learning to meet my needs” (51% agreed, 28% disagreed)
- “The broader guidance (for example on Hwb), support and resources I have used has met my needs” (44% agreed, 22% disagreed)

A minority of teachers indicated their agreement with the following statements:

- “Support from education support partners has met my needs” (39% agreed, 18% disagreed)

Figure 43: Professional learning and support

Middle leader, teacher, LSW and other responses to the question: To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?



34. System support (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about how the education system helped support their realisation of CfW. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed with the following statements:

- “The school inspection system is well-suited to supporting the Curriculum for Wales”
- “The approach to developing new qualifications for learners aged 14-16 aligns with CfW”
- “There is sufficient funding allocated to supporting work on the CfW”
- “There is sufficient time allocated to supporting work on the CfW”
- “There is quality leadership across the education system to support the CfW”^[Footnote 28]
- “The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the CfW”
- “There is sufficient information available to me to enable effective self-evaluation to support the realisation of CfW”^[Footnote 29]

Summary of findings: System support (teachers)

A minority of teachers agreed with four of the statements in the question, indicating their level of satisfaction with regards to the education system and how it supports the realisation of CfW. A small minority of teachers agreed with three of the statements in this question.

The highest proportion of disagree or strongly disagree responses, was seen for the statement regarding funding to support work on CfW, with 72% of respondents disagreeing that funding was sufficient.

[28] An information note was provided for this option noting “the ‘education system’ refers to the role of Welsh Government, local authorities, regional consortia / partnerships, Estyn and other stakeholders in supporting schools”.

[29] An information note was provided for this option noting “Such information could include guidance such as the ‘National resource: evaluation and improvement’, and/or data about your school (collated by your school or other partners)”.

Findings: System support (teachers)

Teachers

A minority of teachers indicated their agreement with the following statements:

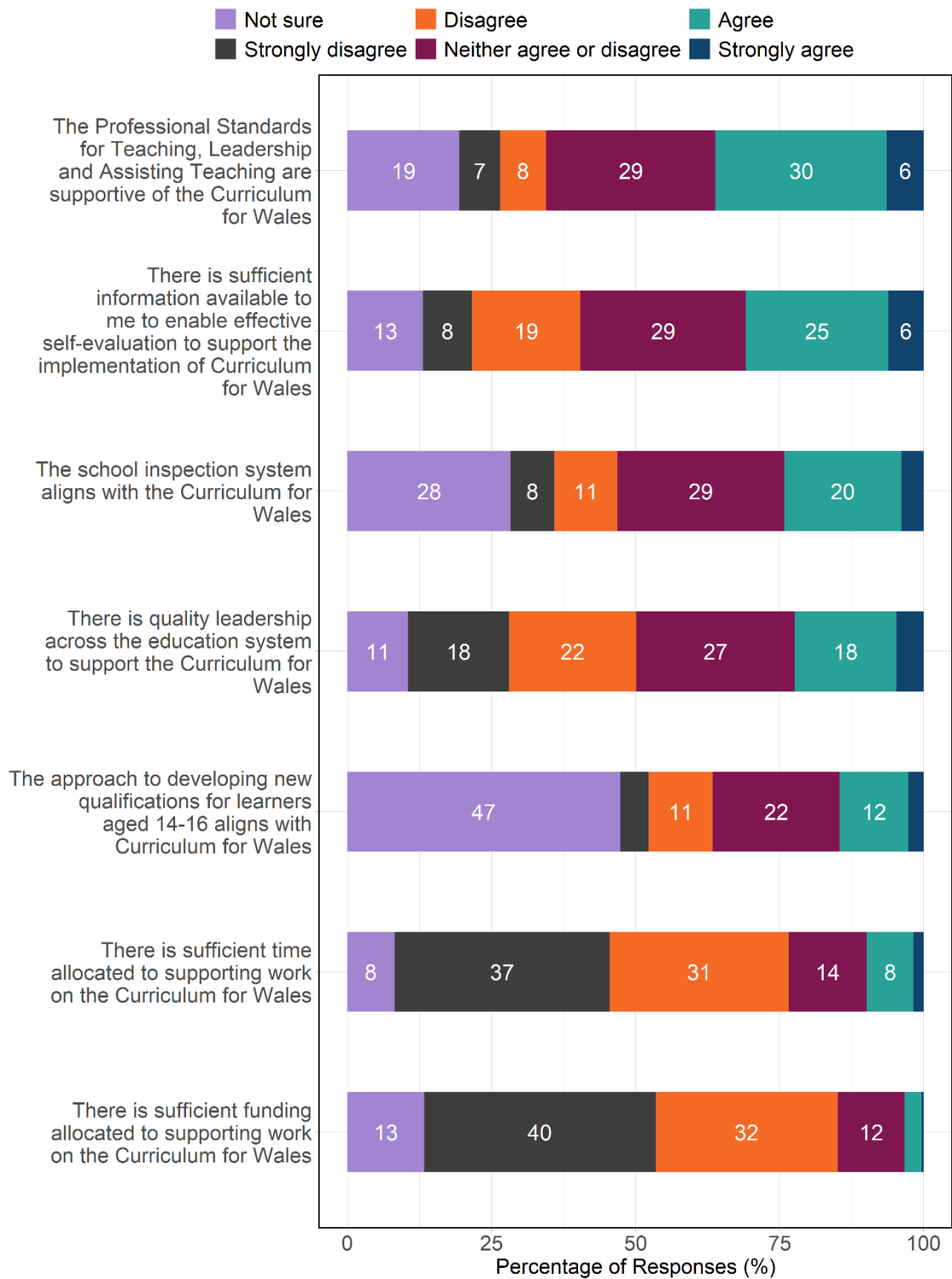
- “The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the Curriculum for Wales” (36% agreed, 15% disagreed)
- “There is sufficient information available to me to enable effective self-evaluation to support the realisation of Curriculum for Wales” (31% agreed, 27% disagreed)
- “The school inspection system aligns with the Curriculum for Wales” (24% agreed, 18% disagreed)
- “There is quality leadership across the education system to support the Curriculum for Wales” (22% agreed, 40% disagreed)

A small minority of teachers indicated their agreement with the following statements:

- “The approach to developing new qualifications for learners aged 14-16 aligns with Curriculum for Wales” (15% agreed, 16% disagreed)
- “There is sufficient time allocated to supporting work on the Curriculum for Wales” (10% agreed, 68% disagreed)
- “There is sufficient funding allocated to supporting work on the Curriculum for Wales” (4% agreed, 72% disagreed)

Figure 44: System support

Teacher responses to the question: To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?



35. Schools' and PRUs' approaches to curriculum design (teachers)

Survey respondents were asked to what extent the approach to curriculum design in their school had involved a series of actions. Response options ranged from “Not at all” to “A great deal”. Specifically, respondents were asked to what extent the approach to curriculum design in their school had involved:

- “learning from professional enquiry”^[Footnote 30]
- “using educational research”
- “sharing evidence and expertise across local or cluster networks”
- “sharing evidence and expertise across regional or national networks”
- “partnering with further and higher education institutions”

Summary of findings: Schools' and PRUs' approaches to curriculum design (teachers)

Around half of teachers reported “a great deal” or “quite a bit” of involvement for three of the five statements in the question. A minority (20%) reported “a great deal” or “quite a bit” of involvement with one statement of the five and small for the remaining statement in this question.

Out of all the statements, that regarding partnering with further and higher education institutions received the highest proportion of “not at all” responses, with 31% indicating curriculum design at their school had not involved working with FHE partners.

[30] An information note next to this option noted “Professional enquiry is collaborative research by teachers or school leaders to investigate new educational ideas, try new practices to find out what works in their own situations, and share the findings with colleagues”

Findings: Schools' and PRUs' approaches to curriculum design (teachers)

Teachers

Around half of teachers indicated their school's approach to curriculum design involved:

- “sharing evidence and expertise across local or cluster networks” (49% indicated quite a bit to a great deal of involvement, 7% no involvement)
- “learning from professional enquiry” (44% indicated quite a bit to a great deal of involvement, 6% no involvement)
- “using educational research” (41% indicated quite a bit to a great deal of involvement, 8% no involvement)

A minority of teachers indicated their school's approach to curriculum design involved:

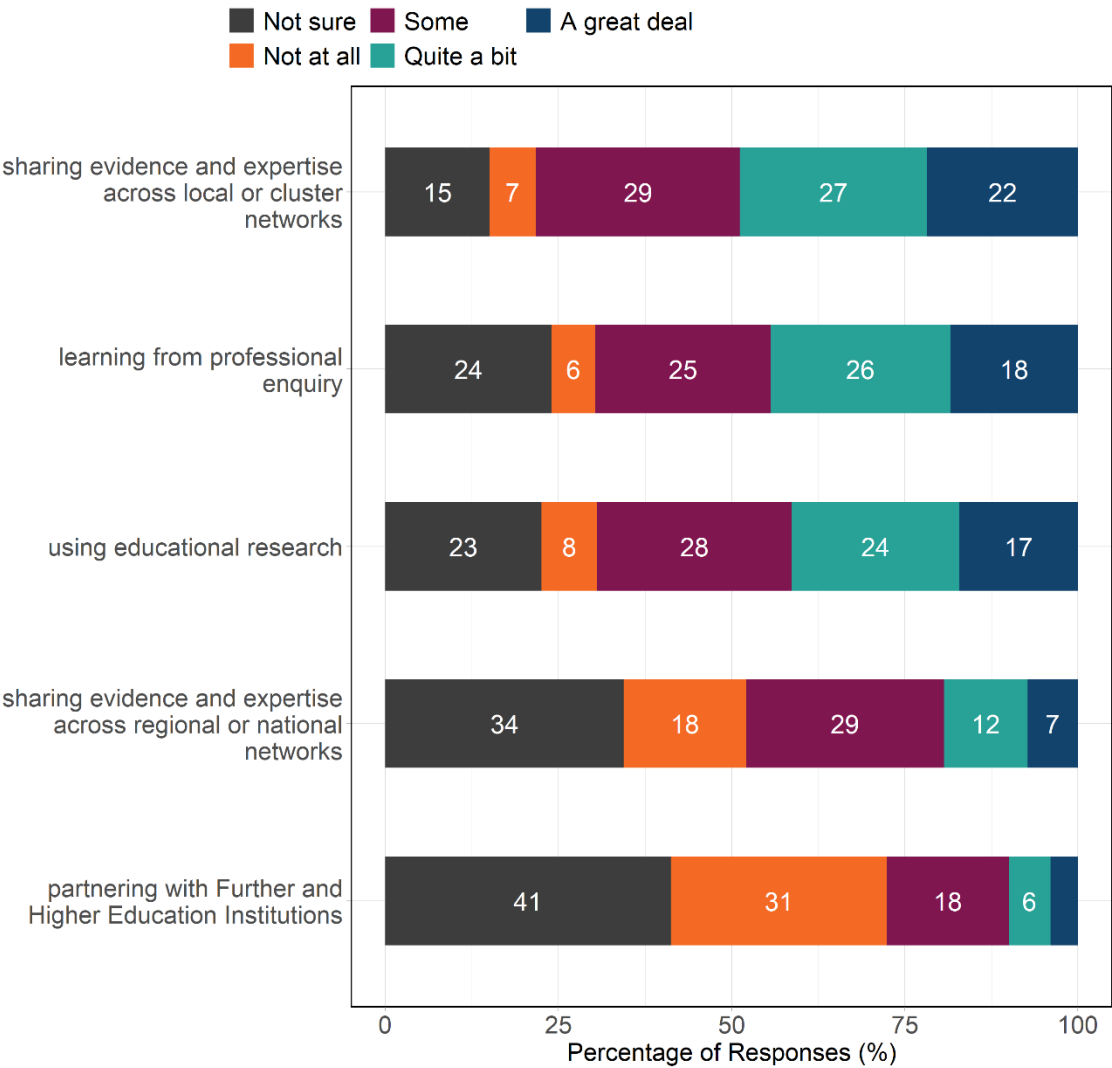
- “sharing evidence and expertise across regional or national networks” (19% indicated quite a bit to a great deal of involvement, 18% no involvement)

A small minority of teachers indicated their school's approach to curriculum design involved:

- “partnering with Further and Higher Education Institutions” (10% indicated quite a bit to a great deal of involvement, 31% no involvement)

Figure 45: Schools’ approaches to curriculum design

Teacher responses to the question: To what extent has the approach to curriculum design in your school involved...



36. Changes to practice (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about substantial changes to their practice or that of teachers at their school (see sections 2.3 and 2.34 for information about the question variants presented to teaching and non-teaching respondents). Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, teachers were asked to what extent they agreed that they had made substantial changes, where appropriate, to:

- “my planning”
- “the teaching/learning approaches I use”
- “the teaching/learning activities I use”
- “the resources I use in my teaching”
- “the content/topics/themes of my teaching”
- “the focus of learner assessment”
- “my approach to learner assessment”
- “how I meet the needs of each individual learner to enable them to make progress at an appropriate pace”

Non-teaching staff (respondents who said they did not also have teaching responsibilities or support with teaching) were asked to what extent they agreed that teachers at their school had made substantial changes to:

- “planning documentation”
- “the teaching/learning approaches used”
- “the teaching/learning activities used”
- “the resources used in teaching”
- “the content/topics/themes taught”
- “the focus of learner assessment”
- “the approach to learner assessment”
- “how they meet the needs of each individual learner to enable them to make progress at an appropriate pace”

Summary of findings: Changes to practice (teachers)

Teachers generally agreed with the statements in the question, indicating that they had made substantial changes, where appropriate, to their practice. For all statements, over 54% of teachers either agreed or strongly agreed.

Out of all the statements, that regarding resources used in teaching had the highest proportion of disagree/strongly disagree responses, with 16% indicating they had not made substantial changes to the resources used.

Findings: Changes to practice (teachers)

Teachers

The majority of teachers indicated their agreement that they had made substantial changes, where appropriate, to the following:

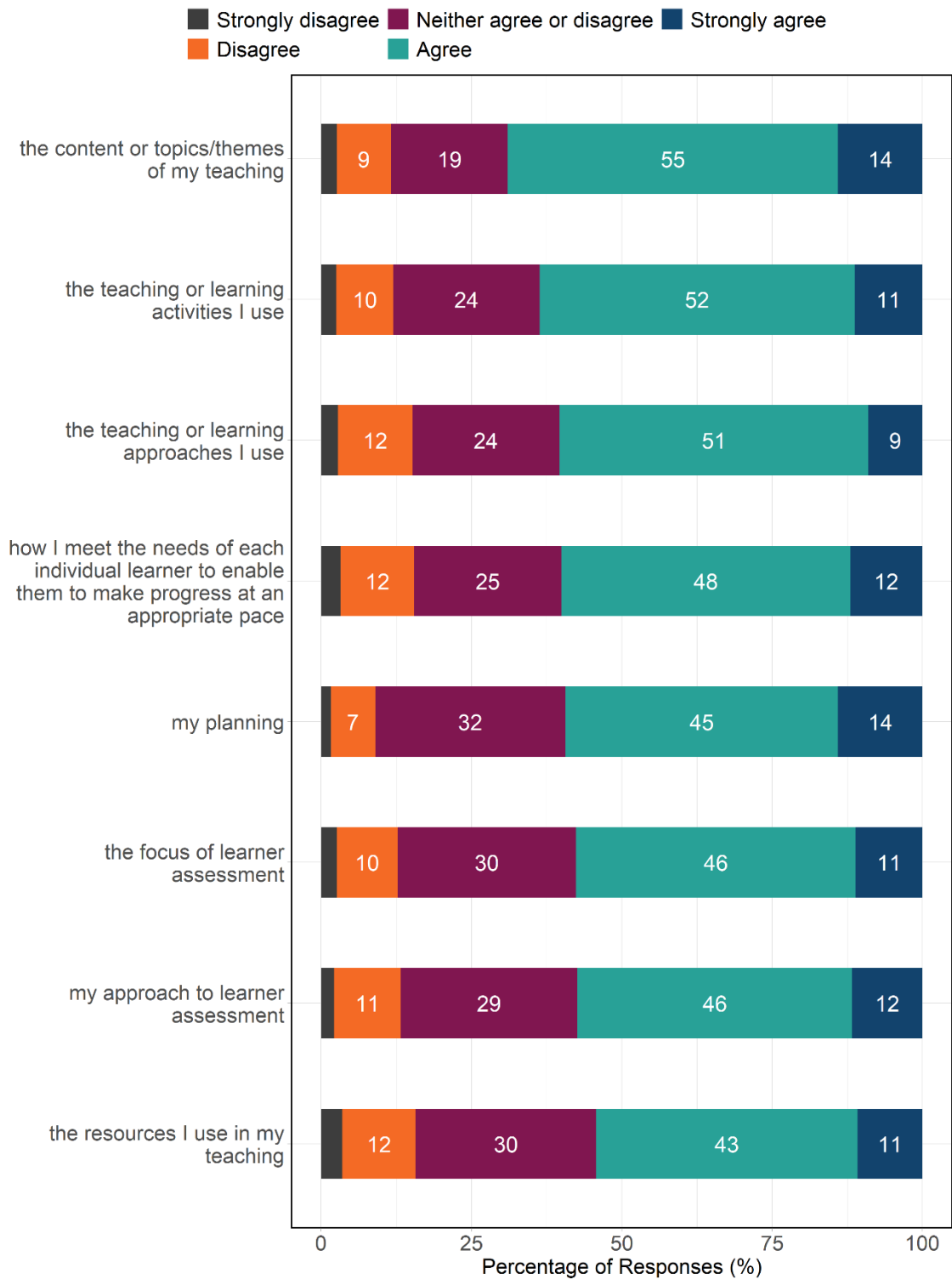
- “the content or topics/themes of my teaching” (69% agreed, 12% disagreed)
- “the teaching or learning activities I use” (64% agreed, 12% disagreed)
- “the teaching or learning approaches I use” (60% agreed, 15% disagreed)
- “how I meet the needs of each individual learner to enable them to make progress at an appropriate pace” (60% agreed, 15% disagreed)
- “my planning” (59% agreed, 9% disagreed)

Around half of teachers indicated their agreement with the following statements:

- “the focus of learner assessment” (58% agreed, 13% disagreed)
- “my approach to learner assessment” (57% agreed, 13% disagreed)
- “the resources I use in my teaching” (54% agreed, 16% disagreed)

Figure 46: Changes to practice

Teacher responses to the question: To what extent do you agree with the following statements? Where appropriate I have made substantial changes to...



Other staff

The majority of other staff indicated their agreement that teachers at their school had made substantial changes, where appropriate, to the following:

- “the teaching/learning approaches used” (68% agreed, 4% disagreed)
- “planning documentation” (60% agreed, 1% disagreed)

Around half of other staff indicated their agreement that teachers at their school had made substantial changes to the following:

- “the content/topics/themes taught” (58% agreed, 14% disagreed)
- “the teaching/learning activities used” (56% agreed, 5% disagreed)
- “the focus of learner assessment” (49% agreed, 12% disagreed)
- “the approach to learner assessment” (45% agreed, 7% disagreed)
- “how they meet the needs of each individual learner to enable them to make progress at an appropriate pace” (41% agreed, 10% disagreed)

A minority other staff indicated their agreement that teachers at their school had made substantial changes to the following:

- “the resources used in teaching” (36% agreed, 6% disagreed)

Open-text responses: Changes to practice (teachers)

Among the teachers who provided responses to the optional open-text question (52 out of 438 teachers (where 6 of the 444 teachers did not answer the preceding quantitative question)) the main points raised were:

- a call for clearer guidance and direction on assessment and progression including how to track and monitor assessment and progression and how the perceived ambiguity around assessment and progression had also made it difficult to explain approaches to parents/carers
- that they had not changed their practice since CfW was introduced. Comments included how CfW was similar to what was already being done before, including meeting the needs of individual learners, meaning that very little change needed to be made

- a lack of financial resources for: support staff who could enable them to spend time on developing the curriculum well and for providing authentic experiences for learners
- concerns about CfW or education more broadly. Concerns raised were varied and included increased workload and lack of time to realise CfW, lack of standardisation across schools and educational standards more broadly and concerns about not knowing whether what they were doing was right or not

37. Aspects of CfW in practice (teachers)

Survey respondents were asked to what extent they agreed with a series of statements relating to the realisation of mandatory curriculum elements, skills integral to the four purposes, cross-curricular skills and cross-cutting themes. Firstly, survey respondents were asked to what extent they agreed with the statement “I am confident that my teaching practice reflects the following elements of the curriculum”, with several aspects of CfW listed below the statement.^[Footnote31] Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their teaching practice reflected:

- “The four purposes”
- “The statements of what matters”
- “The 12 pedagogical principles”
- “Principles of progression”
- “The descriptions of learning”

Respondents were asked to what extent they agreed with the statement “I am confident that my teaching practice supports learners in developing the following skills...”, with the skills integral to the four purposes listed below the statement.^[Footnote32] Specifically, respondents were asked to what extent they agreed they were confident that their teaching practice supported learners in developing their:

- “Creativity and innovation”^[Footnote 33]
- “Critical thinking and problem solving”^[Footnote 34]
- “Personal effectiveness”^[Footnote 35]

[31] Those who did not have teaching responsibilities or assist with teaching were asked to what extent they agreed with the statement “Teaching practice at my school reflects the following elements of the curriculum:”, followed by the same curriculum elements.

[32] Those who did not have teaching responsibilities or assist with teaching were asked to what extent they agreed with the statement “I am confident that teaching practice at my school supports learners in developing the following skills...”, followed by each of the skills integral to the four purposes.

[33] An information note next to this option noted “e.g. being curious and inquisitive; generating ideas; connecting disparate experiences, knowledge and skills; identifying opportunities”.

[34] An information note next to this option noted “e.g. being able to ask meaningful questions, evaluate information, evidence and situations, analysing and justifying possible solutions, recognising potential issues and problems. Becoming objective in their decision-making, identifying and developing arguments”.

[35] An information note next to this option noted “e.g. emotional intelligence, awareness, independence, opportunities to lead debate and discussions, awareness of social, cultural and ethical issues and ability to evaluate their learning.”

- “Planning and organising”^[Footnote 36]

Respondents were asked to what extent they agreed with the statement “I am confident that my school's curriculum is being implemented in a way that supports progression in...”, followed by a list of cross-curricular skills and mandatory elements. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their school's curriculum was being implemented in a way that supported progression in:

- “Digital Competence”
- “English”
- “Literacy”
- “Numeracy”
- “Religion, Values and Ethics (RVE)”
- “Welsh “

Respondents were asked to what extent they agreed with the statement “I am confident that my school's curriculum is being implemented in a way that supports progression in...”, followed by each of the areas of learning and experience. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their school's curriculum was being implemented in a way that supported progression in:

- “Expressive Arts”
- “Health and Wellbeing”
- “Humanities”
- “Languages, Literacy and Communication”
- “Mathematics and Numeracy”
- “Science and Technology”

Respondents were asked to what extent they agreed with the statement “I am confident that my school's curriculum is being implemented in a way that supports progression in...”,

[34] An information note next to this option noted “e.g. being able to: set goals, make decisions and monitor interim results; reflect and adapt, as well as manage time, people and resources; check for accuracy and create different types of value.”

followed by each of the cross-cutting themes. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed they were confident that their school’s curriculum was being implemented in a way that supported progression in:

- “Careers and Work-related Experiences”
- “Diversity”
- “Human Rights Education”
- “Local, national and international contexts”
- “Relationships and Sexuality Education (RSE)”

Summary of findings: aspects of CfW in practice (teachers)

Teachers generally agreed with the statements regarding aspects of CfW being reflected in their practice and similarly for the statements on practices supporting skills integral to the four purposes. For all statements, the majority (over 58%) of teachers either agreed or strongly agreed. Teachers also generally agreed that their school’s curriculum was being realised in a way that supported learner progression in individual areas of the curriculum, with a majority agreeing for all but one of these content areas.

For the statements on practices supporting learner development, the statement on creativity and innovation had the highest proportion of disagreed or strongly disagree responses. For each of the curriculum areas addressed, the statement on careers and work-related experiences had the highest proportion of disagree or strongly disagree responses, with 20% of senior leaders disagreeing.

Findings: aspects of CfW aspects in practice (teachers)

Teachers

The majority of teachers indicated their agreement that they were confident their teaching practice reflected:

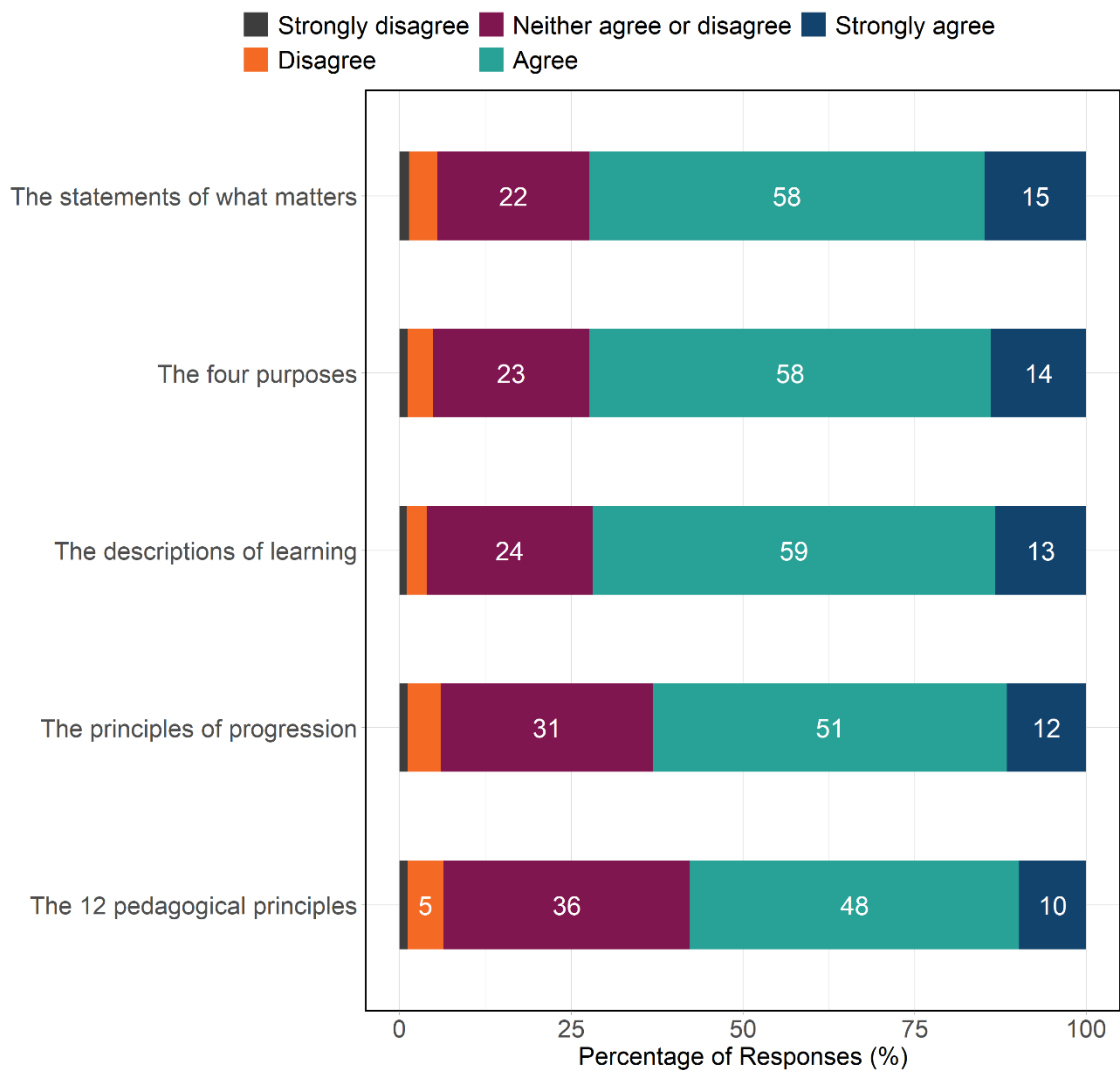
- “the statements of what matters” (72% agreed, 6% disagreed)

- “the four purposes” (72% agreed, 5% disagreed)
- “the descriptions of learning” (72% agreed, 4% disagreed)
- “the principles of progression” (63% agreed, 6% disagreed)

Around half of teachers indicated their agreement that they were confident their teaching practice reflected “the 12 pedagogical principles” (58% agreed, 6% disagreed)

Figure 47. Aspects of CfW in practice

Teacher responses to the question: “I am confident that my teaching practice reflects the following elements of the curriculum:”

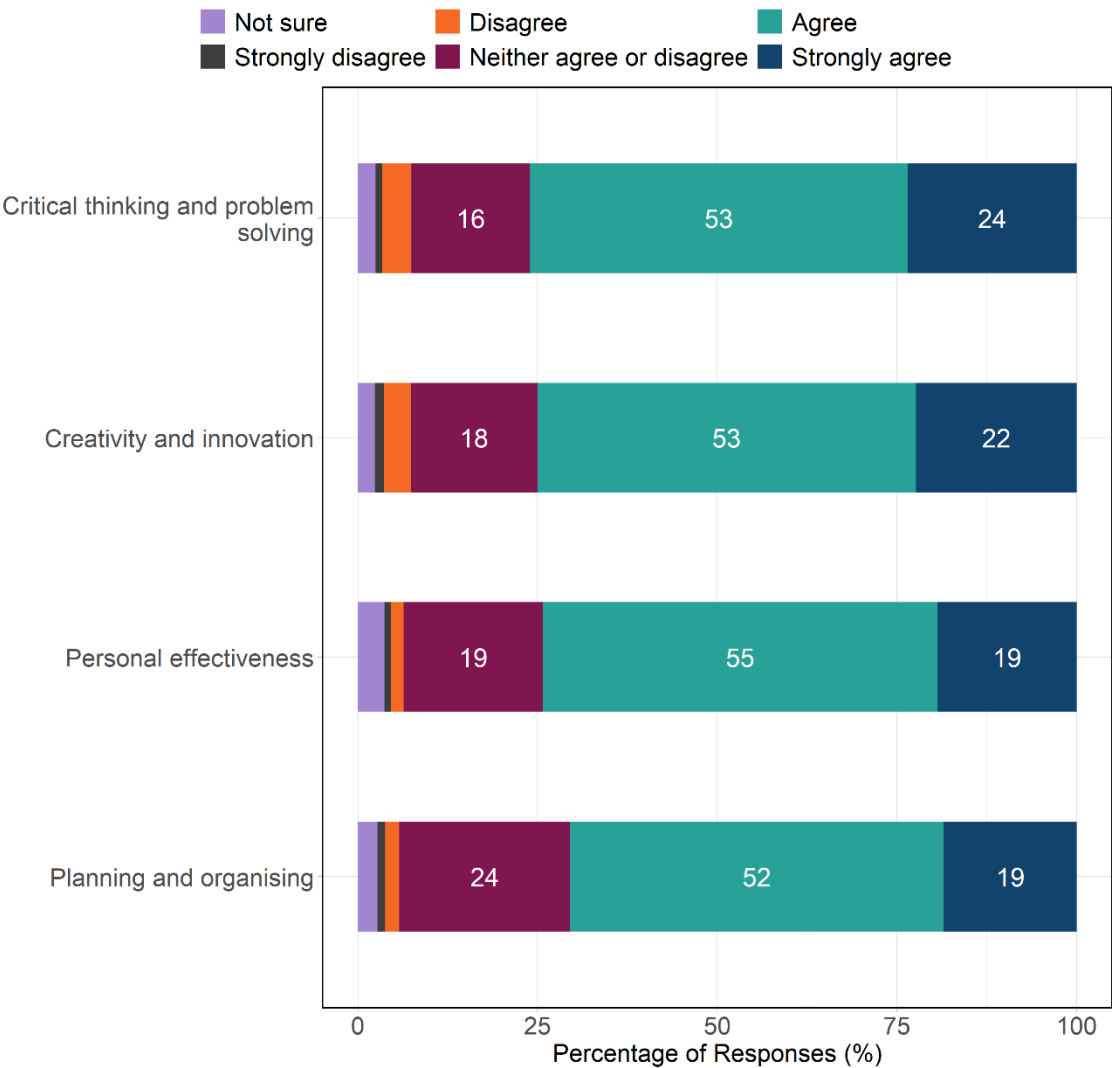


The majority of teachers indicated their agreement that their school’s curriculum was being implemented in a way that supported progression in:

- “critical thinking and problem solving” (76% agreed, 5% disagreed)
- “creativity and innovation” (75% agreed, 5% disagreed)
- “personal effectiveness” (74% agreed, 3% disagreed)
- “planning and organising” (71% agreed, 3% disagreed)

Figure 48. Supporting skills integral to the four purposes

Teacher responses to the question: “I am confident that my teaching practice supports learners in developing the following skills:”

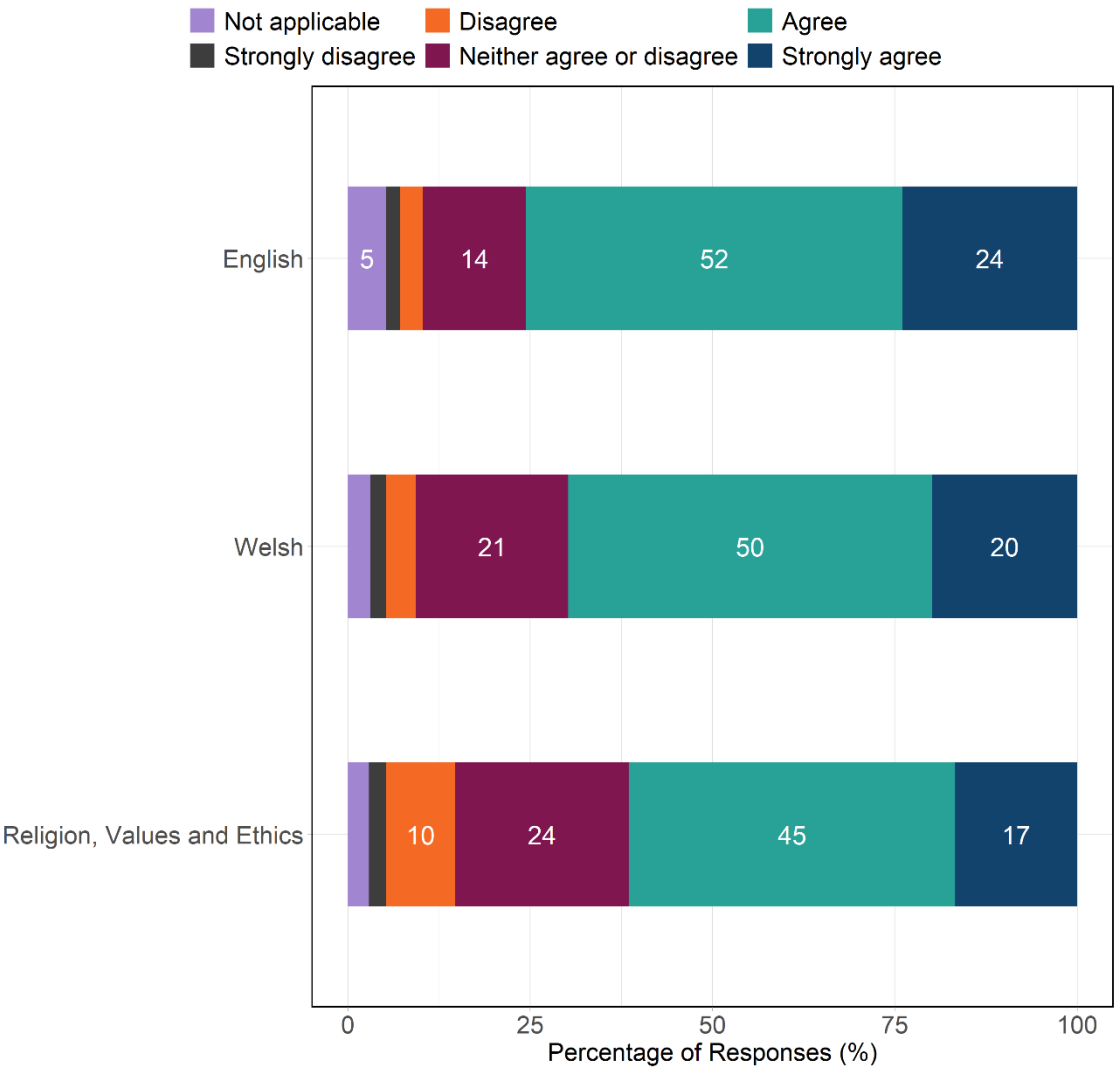


The majority of teachers indicated their agreement that their school’s curriculum was being implemented in a way that supported progression in:

- “English” (76% agreed, 5% disagreed)
- “Welsh” (70% agreed, 5% disagreed)
- “Religion, Values and Ethics” (60% agreed, 12% disagreed)

Figure 49. Supporting learner progression in aspects of CfW A

Teacher responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in:”

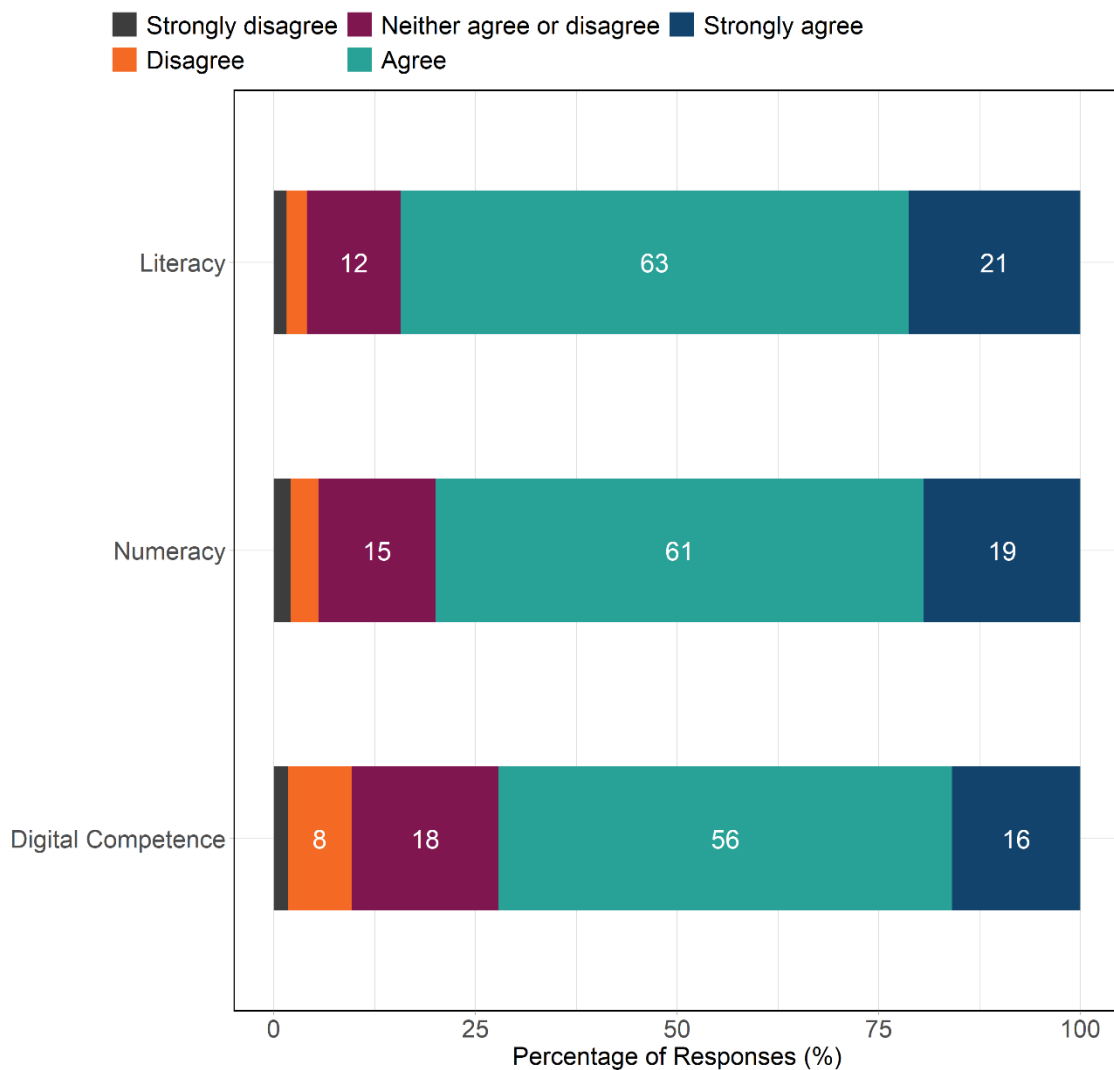


The majority of teachers indicated their agreement that their school’s curriculum was being implemented in a way that supported progression in:

- “Literacy” (84% agreed, 4% disagreed)
- “Numeracy” (80% agreed, 6% disagreed)
- “Digital Competence” (72% agreed, 10% disagreed)

Figure 50. Supporting learner progression in aspects of CfW B

Teacher responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in:”

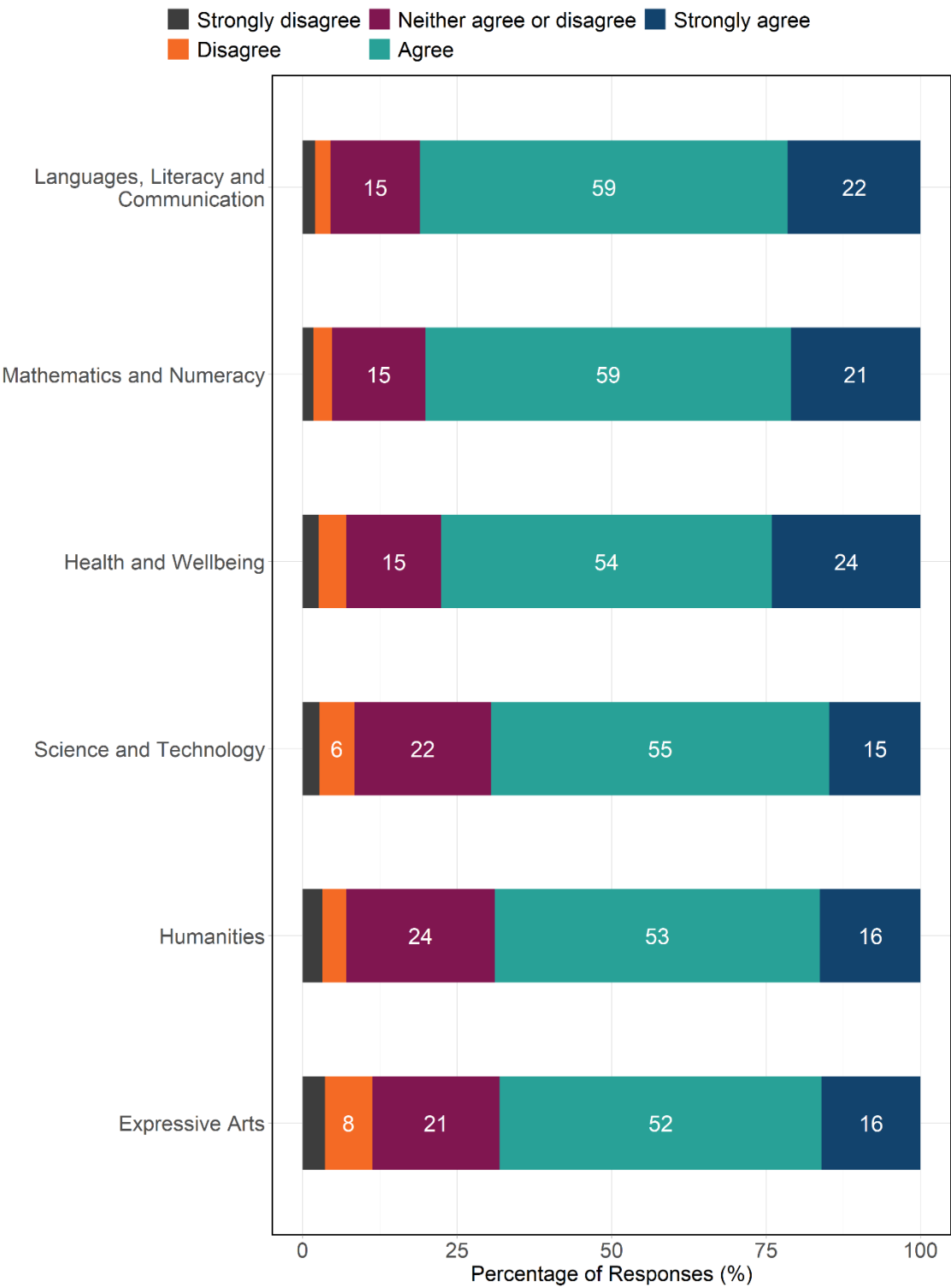


The majority of teachers indicated their agreement that the curriculum supported progression in:

- “Languages, Literacy and Communication” (81% agreed, 4% disagreed)
- “Mathematics and Numeracy” (80% agreed, 5% disagreed)
- “Health and Wellbeing” (78% agreed, 7% disagreed)
- “Science and technology” (70% agreed, 8% disagreed)
- “Humanities” (69% agreed, 7% disagreed)
- “Expressive arts” (68% agreed, 11% disagreed)

Figure 51. Supporting learner progression in aspects of CfW C

Teacher responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in:”



The majority of teachers indicated their agreement that the curriculum supported progression in:

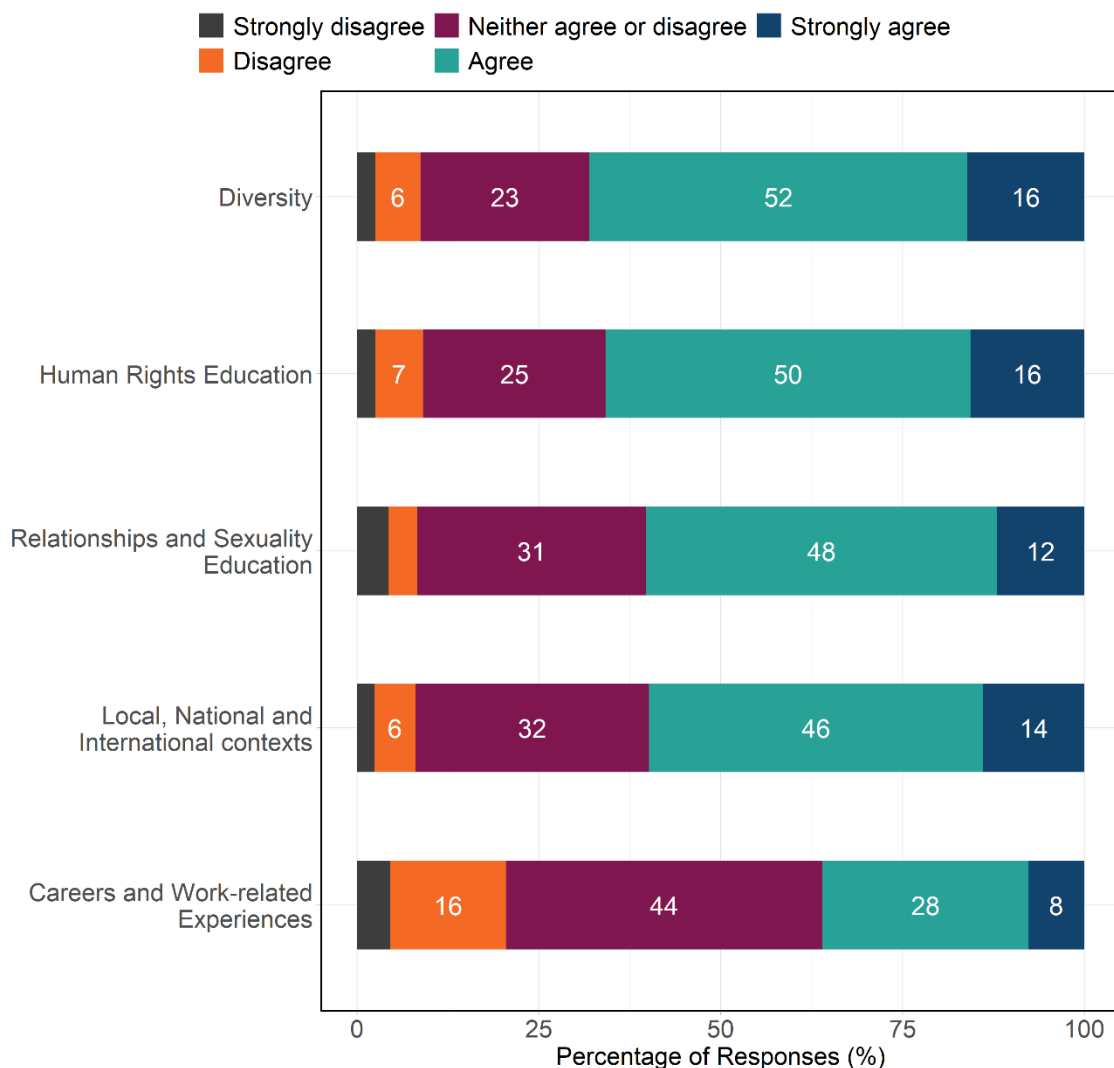
- “Diversity” (68% agreed, 9% disagreed)
- “Human Rights education” (66% agreed, 9% disagreed)
- “Relationships and sexuality education” (60% agreed, 8% disagreed)
- “Local, national and international contexts” (60% agreed, 8% disagreed)

A minority of teachers indicated their agreement that the curriculum supported progression in:

- “Careers and work-related experiences” (36% agreed, 20% disagreed)

Figure 52. Supporting learner progression in aspects of CfW D

Responses to the question: “I am confident that my school’s curriculum is being implemented in a way that supports progression in:”



Other staff

The majority of other staff^[Footnote 37] indicated their agreement that the following aspects of CfW were reflected in practice at their school:

- “the 12 pedagogical principles” (76% agreed, 3% disagreed)
- “the principles of progression” (68% agreed, 10% disagreed)
- “the descriptions of learning” (66% agreed, 10% disagreed)
- “the four purposes” (65% agreed, 11% disagreed)
- “the statements of what matters” (63% agreed, 10% disagreed)

The majority of other staff indicated their agreement that their school’s curriculum supported the development of:

- “creativity and innovation” (64% agreed, 17% disagreed)
- “planning and organising” (54% agreed, 10% disagreed)
- “personal effectiveness” (53% agreed, 7% disagreed)
- “critical thinking and problem solving” (51% agreed, 11% disagreed)

[37] These included those who said they were a student teacher, pastoral lead, youth worker, assistant ALN co-ordinator, administrator or school governor.

38. Pedagogical practice (teachers)

Survey respondents were asked to what extent they agreed with statements relating to their pedagogical practice, or that of teachers at their school. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed with the statement “In my teaching, I am confident that my practice...”:

- “encourages sustained effort from learners”
- “employs a blend of approaches”
- “build on prior knowledge and experience”
- “engages learner interest”
- “uses assessment for learning principles”
- “encourages learners to take responsibility for their learning”
- “encourages learners to make connections within and across areas of learning”
- “supports social and emotional development”
- “supports positive relationships”
- “encourages collaboration”
- “includes all learners”

Non-teaching staff (those who said they did not also have teaching responsibilities or support with teaching) were asked to what extent they agreed with the statement “I am confident that teaching practice at my school...”

- “encourages sustained effort from learners”
- “employs a blend of approaches”
- “build on prior knowledge and experience”
- “engages learner interest”
- “uses assessment for learning principles”
- “encourages learners to take responsibility for their learning”
- “encourages learners to make connections within and across areas of learning”

- “supports social and emotional development”
- “supports positive relationships”
- “encourages collaboration”
- “includes all learners”

Summary of findings: Pedagogical practice (teachers)

Teachers generally agreed with the statements in the question, indicating their confidence in their pedagogical practice. For all statements, the majority (over 58%) of teachers either agreed or strongly agreed.

Across all statements, rates of disagreement were low. The statement with the highest proportion of disagree responses was that regarding practice encouraging learners to take responsibility for their learning with 5% of teachers selecting disagree or strongly disagree.

•

Findings: Pedagogical practice (teachers)

Teachers

A vast majority of teachers indicated their agreement that they were confident their teaching practice:

- “builds on prior knowledge and experience” (94% agreed, 1% disagreed)
- “employs a blend of approaches” (92% agreed, 1% disagreed)
- “engages learner interest” (90% agreed, 1% disagreed)
- “encourages collaboration” (89% agreed, 1% disagreed)
- “supports positive relationships” (89% agreed, 1% disagreed)
- “encourages sustained effort from learners” (89% agreed, 3% disagreed)
- “includes all learners” (88% agreed, 2% disagreed)

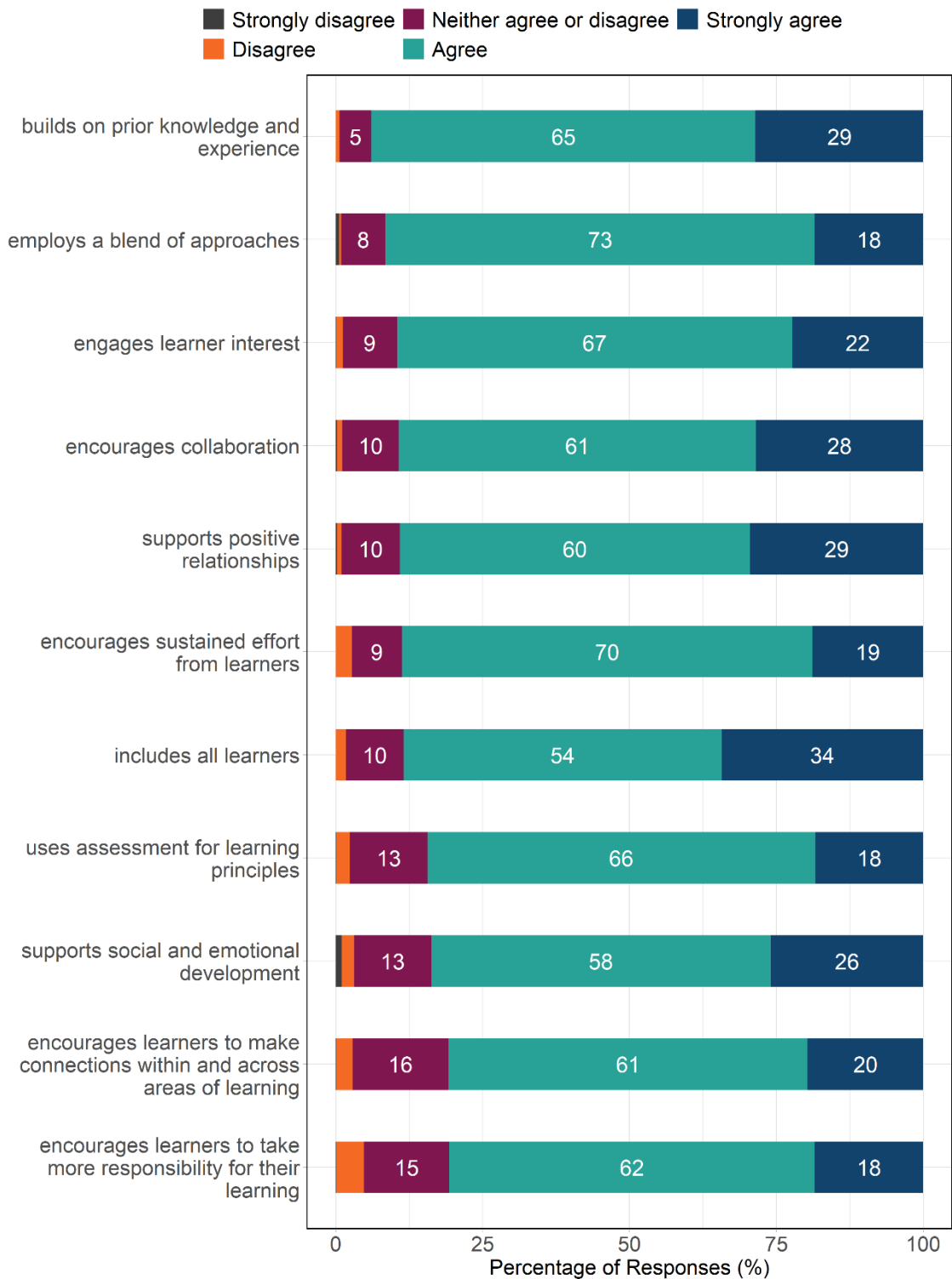
The majority of teachers indicated their agreement that they were confident that their teaching practice:

- “uses assessment for learning principles” (84% agreed, 2% disagreed)

- “supports social and emotional development” (84% agreed, 3% disagreed)
- “encourages learners to make connections within and across areas of learning” (81% agreed, 3% disagreed)
- “encourages learners to take responsibility for their learning” (80% agreed, 5% disagreed)

Figure 53. Pedagogical practice

Teacher responses to the question: “In my teaching, I am confident that my practice...”



Other staff

The majority of other staff agreed they were confident that teaching practice at their school:

- “encourages collaboration” (80% agreed, 2% disagreed)
- “includes all learners” (80% agreed, 0% disagreed)
- “builds on prior knowledge and experience” (78% agreed, 0% disagreed)
- “engages learner interest” (78% agreed, 0% disagreed)
- “supports positive relationships” (76% agreed, 0% disagreed)
- “encourages sustained effort from learners” (75% agreed, 1% disagreed)
- “uses assessment for learning principles” (75% agreed, 2% disagreed)
- “employs a blend of approaches” (71% agreed, 0% disagreed)
- “supports social and emotional development” (70% agreed, 2% disagreed)
- “encourages learners to make connections within and across areas of learning” (67% agreed, 5% disagreed)

Around half of other staff agreed they were confident that teaching practice at their school:

- “encourages learners to take responsibility for their learning” (57% agreed, 0% disagreed)

39. Progression and assessment (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about progression and assessment. Response options ranged from “Strongly agree” to “Strongly disagree”. Specifically, respondents were asked to what extent they agreed with the statement “I am confident that my assessment practice...”

- “supports the progression of each individual learner”
- “supports learners to be active participants in the learning process”
- “provides meaningful and constructive feedback to learners”
- “embeds assessment within teaching and learning”
- “reflects the shared understanding of progression” [Footnote 38]
- “builds a picture of learners’ development”
- “uses a wide range of approaches to assessment”
- “helps parents/carers understand their child’s progression”

Non- teaching staff were asked to what extent they agreed with the statement “I am confident that assessment practice at my school ...”

- “supports the progression of each individual learner”
- “supports learners to be active participants in the learning process”
- “provides meaningful and constructive feedback to learners”
- “embeds assessment within teaching and learning”
- “reflects the shared understanding of progression”
- “builds a picture of learners’ development”
- “uses a wide range of approaches to assessment”

[38] An information note next to this option stated that “A shared understanding of learner progression arrived at through working with colleagues in your school or cluster”.

Summary of findings: Progression and assessment (teachers)

Teachers generally agreed with the statements in the question, indicating that they felt their assessment practices aligned with the principles in the CfW framework. For each statement a majority (over 58%) of teachers agreed or strongly agreed.

Out of all the statements, the statement regarding helping parents/carers understand their child's progression had the highest proportion of disagree responses for teachers, with 15% of teachers selecting disagree or strongly disagree.

Findings: Progression and assessment (teachers)

Teachers

The majority of teachers indicated their agreement that their assessment practice:

- “provides meaningful and constructive feedback to learners” (81% agreed, 6% disagreed)
- “embeds assessment within teaching and learning” (76% agreed, 7% disagreed)
- “supports the progression of each individual learner” (73% agreed, 10% disagreed)
- “supports learners to be active participants in the learning process” (69% agreed, 7% disagreed)
- “builds a picture of learners’ development” (69% agreed, 8% disagreed)
- “reflects a shared understanding of progression” (67% agreed, 8% disagreed)
- “uses a wide range of approaches to assessment” (67% agreed, 7% disagreed)
- “helps parents or carers understand their child’s progression” (60% agreed, 15% disagreed)

Figure 54. Progression and assessment

Teacher responses to the question: “I am confident that my assessment practice...”



Other staff

The majority of other staff indicated their agreement that their assessment practice:

- “builds a picture of learners’ development” (68% agreed, 10% disagreed)
- “supports learners to be active participants in the learning process” (68% agreed, 8% disagreed)
- “helps parents or carers understand their child’s progression” (66% agreed, 12% disagreed)
- “supports the progression of each individual learner” (63% agreed, 2% disagreed)
- “provides meaningful and constructive feedback to learners” (62% agreed, 10% disagreed)
- “reflects a shared understanding of progression” (60% agreed, 10% disagreed)
- “embeds assessment within teaching and learning” (58% agreed, 10% disagreed)
- “uses a wide range of approaches to assessment” (57% agreed, 10% disagreed)

40. Enabling Learning (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their approach to enabling learning. Responses ranged from “strongly agree” to “strongly disagree”. Specifically, teachers were asked to what extent they agreed they were confident in the following:

- “my ability to use developmentally appropriate practice to support learners’ progress”
- “my ability to provide developmentally appropriate learning experiences to support learners’ progress”
- “my capacity to notice, analyse and respond to learners’ individual needs to support progress”
- “using the outdoor environment as part of my teaching and learning practice”
- “making the best use of indoor spaces available for teaching and learning”

Summary of findings: Enabling Learning (teachers)

Teachers generally agreed with the statements in the question, indicating their confidence on their approach to enabling learning. For 4 of the 5 statements, the majority (over 58%) of teachers either agreed or strongly agreed.

Out of all the statements, that regarding using the outdoor environment had the highest proportion of disagree responses for teachers, with 23% of teachers selecting disagree or strongly disagree.

Findings: Enabling Learning (teachers)

Teachers

A vast majority of teachers indicated their agreement that they were confident in:

- “my ability to use developmentally appropriate practice to support learners progress” (88% agreed, 2% disagreed)

- “my ability to provide developmentally appropriate learning experiences to support learners progress” (87% agreed, 2% disagreed)
- “my capacity to notice, analyse and respond to learners individual needs to support progress” (86% agreed, 3% disagreed)

The majority of teachers indicated their agreement that they were confident in:

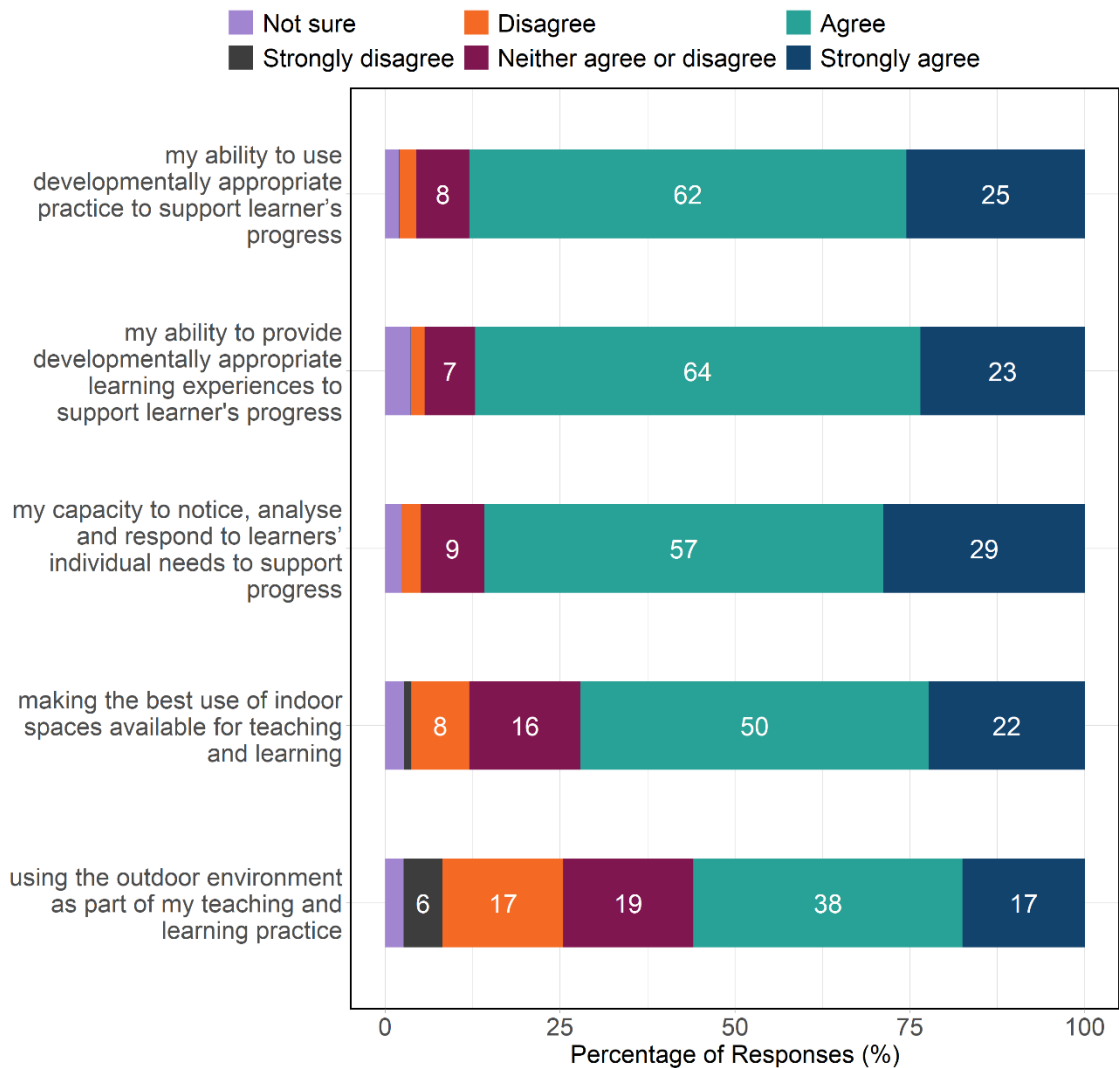
- “making the best use of indoor spaces available for teaching and learning” (72% agreed, 9% disagreed)

Around half of teachers indicated their agreement that they were confident in:

- “using the outdoor environment as part of my teaching and learning practice” (56% agreed, 23% disagreed)

Figure 55. Enabling learning

Teacher responses to the question: “To what extent do you agree or disagree with the following: I am confident in...”



41. Professional enquiry (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their approach to professional enquiry.

- “Have you been involved in professional enquiry at your school?”
- “To what extent is professional enquiry encouraged in your school?”

Respondents who indicated they had been involved with professional enquiry were subsequently asked the extent to which they agreed that professional enquiry at their school:

- “supports investigation into the suitability of pedagogy for specific contexts and learners”
- “supports investigation into the suitability of assessment for specific contexts and learners”
- “involves collaboration”
- “uses insights from relevant research”
- “explores the causes of problems we face in our practice”
- “leads to meaningful improvements in practice”

Summary of findings: Professional enquiry (teachers)

Around half of teachers reported having been involved in professional enquiry. The majority of teachers indicated that professional enquiry was encouraged a lot or a great deal in their school. Teachers who had been involved in professional enquiry generally agreed with the statements on professional enquiry, indicating their views on the professional enquiry they have been involved with. For all but one of the statements, the majority (over 58%) of teachers either agreed or strongly agreed.

Out of all the statements, that regarding exploring the causes of problems faced in practice had the highest proportion of disagree responses for teachers, with 12% of teachers selecting disagree or strongly disagree.

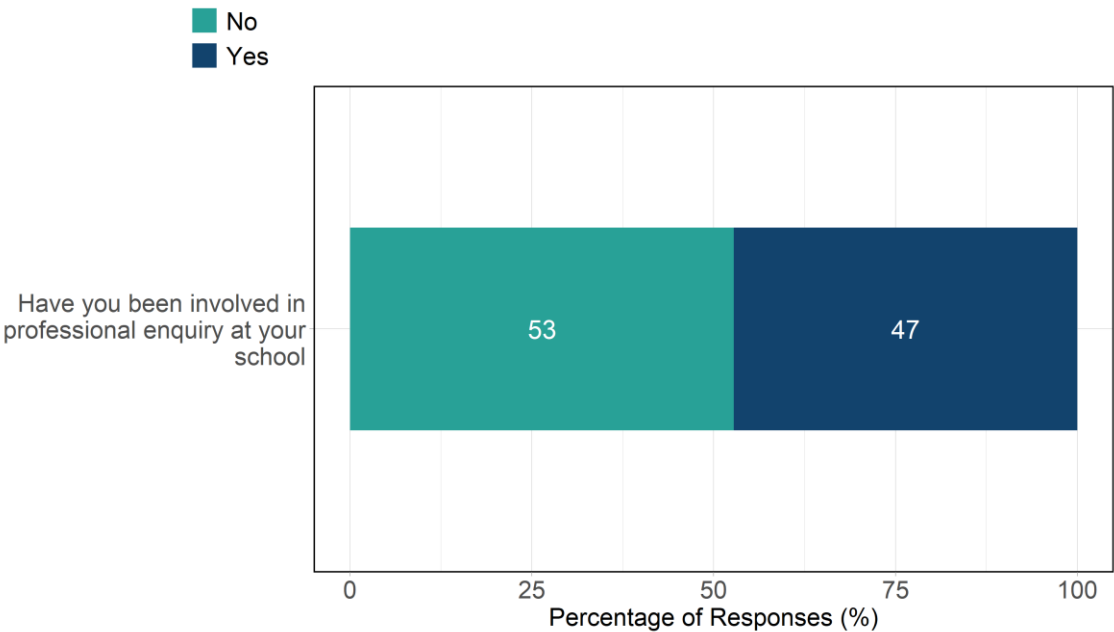
Findings: Professional enquiry (teachers)

Teachers

Around half of teachers indicated they had been involved in professional enquiry at their school (47% agreed, 53% disagreed)

Figure 56. Involvement in professional enquiry

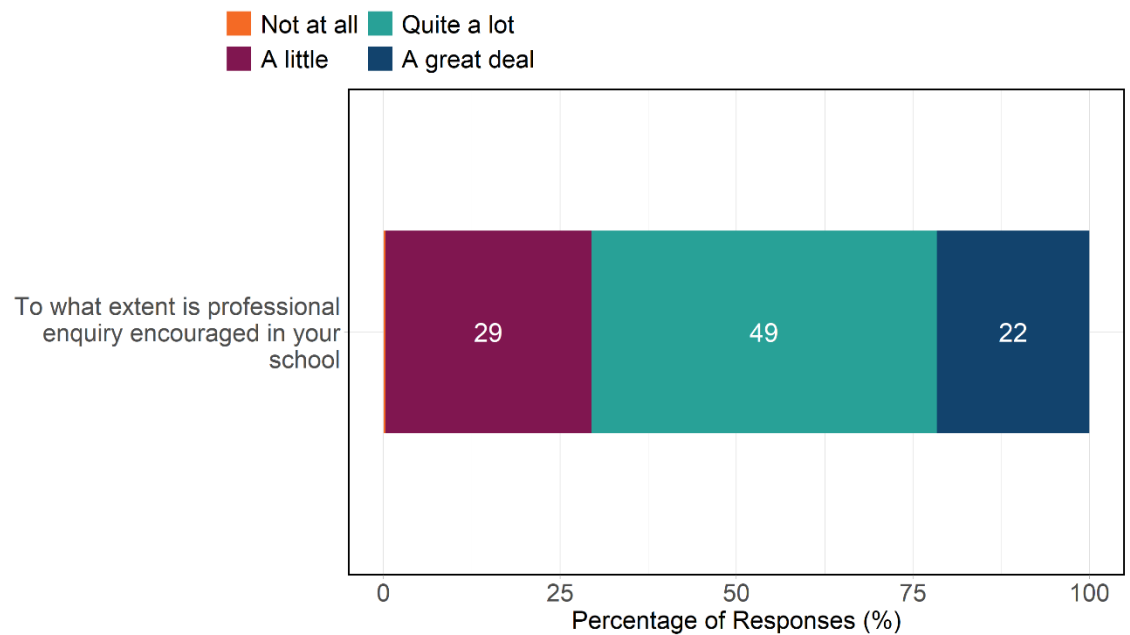
Teacher responses to the question: “Have you been involved in professional enquiry at your school?”



The majority of teachers indicated professional enquiry was encouraged “quite a lot” or “a great deal” (71% a lot or a great deal, 29% a little)

Figure 57. Encouragement of professional enquiry

Teacher responses to the question: “To what extent is professional enquiry encouraged at your school?”



Among respondents who indicated they had been involved with professional enquiry, a majority of teachers indicated their agreement that professional enquiry at their school:

- “involves collaboration” (82% agreed, 6% disagreed)
- “supports investigation into the suitability of pedagogy for specific contexts and learners” (73% agreed, 6% disagreed)
- “uses insights from relevant research” (69% agreed, 8% disagreed)
- “explores the causes of problems we face in our practice” (66% agreed, 12% disagreed)
- “leads to meaningful improvements in practice” (63% agreed, 10% disagreed)

Among respondents who indicated they had been involved with professional enquiry, around half of teachers indicated their agreement that professional enquiry at their school:

- “supports investigation into the suitability of assessment for specific contexts and learners” (56% agreed, 12% disagreed)

Figure 58. Professional enquiry

Teacher responses to the question: “To what extent do you agree or disagree with the following? At my school, professional enquiry…”



42. Contribution to the curriculum (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their contribution to the curriculum at their school.

My contribution to designing and/or developing the curriculum at my school...

- “makes me feel I have influence”
- “makes me feel valued”
- “makes me feel motivated in my work”
- “is informed by my own past experiences”
- “is supported by positive working relationships”
- “is supported by the quality of the physical environment I work in”

Summary of findings: Contribution to the curriculum (teachers)

Teachers generally agreed with the statements in the question, showing they positively perceive their contributions to designing and developing the curriculum. For all statements on curriculum contributions over 55% of teachers either agreed or strongly agreed.

Out of all the statements, that regarding their contributions being supported by the quality of the physical environment had the highest proportion of disagree responses for senior leaders, with 18% of teachers selecting disagree or strongly disagree.

Findings: Contribution to the curriculum (teachers)

Teachers

The majority of teachers indicated their agreement that their contribution to designing and/or developing the curriculum at their school:

- “is informed by my own past experiences” (71% agreed, 8% disagreed)
- “is supported by positive working relationships” (71% agreed, 7% disagreed)
- “makes me feel I have influence” (62% agreed, 13% disagreed)

Around half of teachers indicated their agreement that their contribution to designing and/or developing the curriculum at their school:

- “makes me feel motivated in my work” (57% agreed, 17% disagreed)
- “makes me feel valued” (57% agreed, 15% disagreed)
- “is supported by the quality of the physical environment I work in” (55% agreed, 18% disagreed)

Figure 59. Contribution to the curriculum

Teacher responses to the question: “My contribution to designing and/or developing the curriculum at my school...”



43. Confidence that learners will progress (teachers)

Survey respondents were asked to what extent they agreed with a series of statements about their perception of learners' progress. Responses ranged from strongly disagree to strongly agree. Specifically, teachers were asked to what extent they agreed with the statements "I am confident that our school's curriculum will..."

- "support our learners to develop in the ways described in the four purposes"
- "support learners equally well to progress, irrespective of their starting point"
- "support learners equally well to progress, irrespective of their individual circumstances"
- "enable learners from low-income households to progress as fully as their peers"

Teachers were subsequently asked to what extent they agree with the statements "When comparing with the previous curriculum, I'm confident our school's curriculum will..."

- "better meet the needs of all learners"
- "lead to improved learner progression"
- "help learners reach their full potential"
- "improve overall levels of learners' achievement"

Summary of findings: Confidence that learners will progress (teachers)

Teachers generally agreed with the statements in the question, indicating their confidence that the school curriculum would help learners to progress and their confidence in the new curriculum compared to the previous curriculum. For all statements on learner progress a majority (over 58%) of teachers either agreed or strongly agreed. For statements on learner needs around half agreed with each statement.

Out of all the statements on learner progress, that regarding enabling learners from low-income households to progress as fully as their peers had the highest proportion of disagree responses for senior leaders, with 11% of teachers selecting disagree or strongly disagree.

Out of all the statements on meeting learner needs, that regarding improved learner progression had the highest proportion of disagree responses for senior leaders, with 18% of senior leaders selecting disagree or strongly disagree.

Findings: Confidence that learners will progress (teachers)

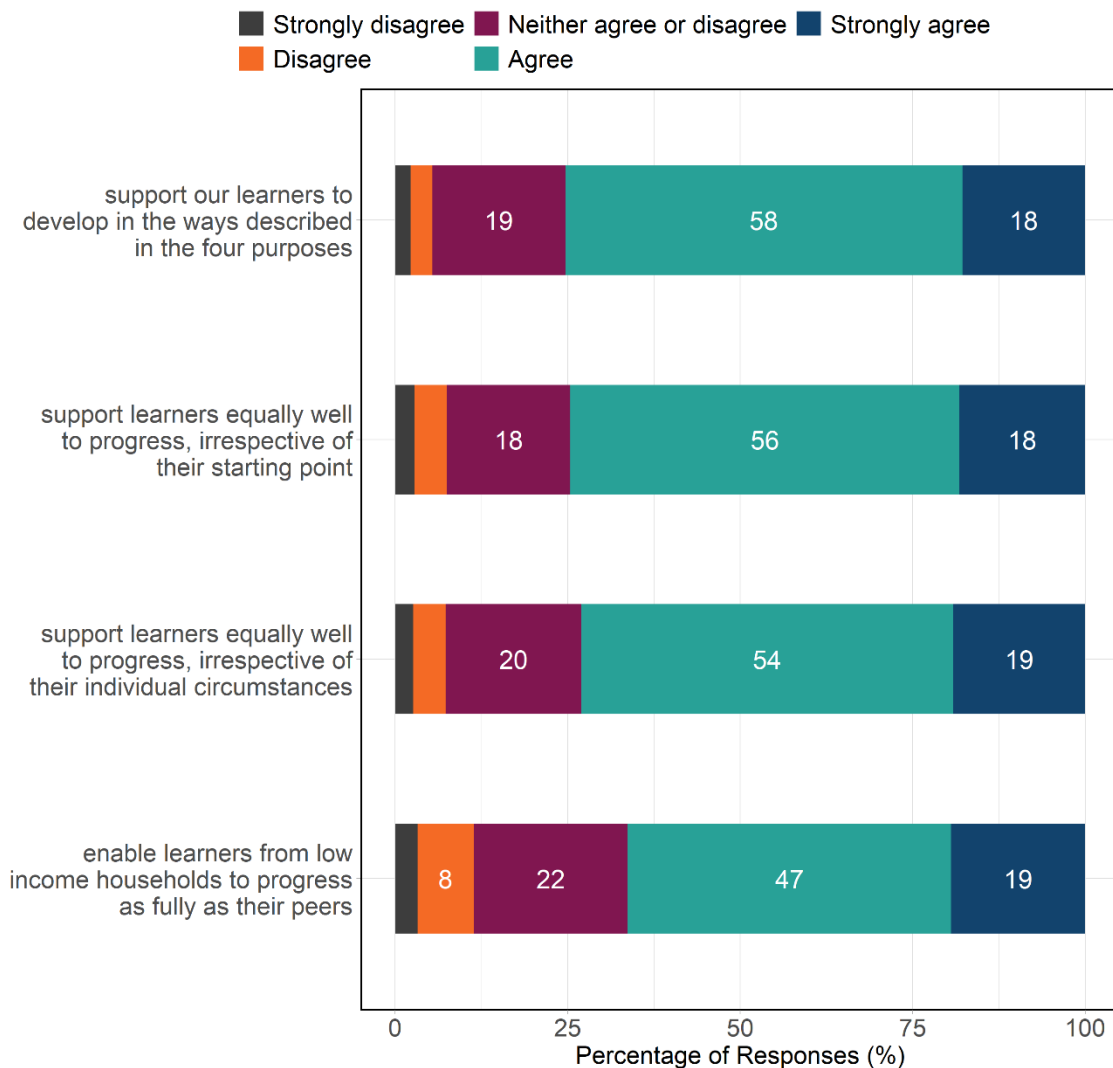
Teachers

The majority of teachers indicated they agreed they were confident their school's curriculum would...:

- “support our learners to develop in the ways described in the four purposes” (75% agreed, 5% disagreed)
- “support learners equally well to progress, irrespective of their starting point” (75% agreed, 8% disagreed)
- “support learners equally well to progress, irrespective of their individual circumstances” (73% agreed, 7% disagreed)
- “enable learners from low-income households to progress as fully as their peers” (66% agreed, 11% disagreed)

Figure 60. Learners' progress

Teacher responses to the question: "I am confident that the school's curriculum will..."

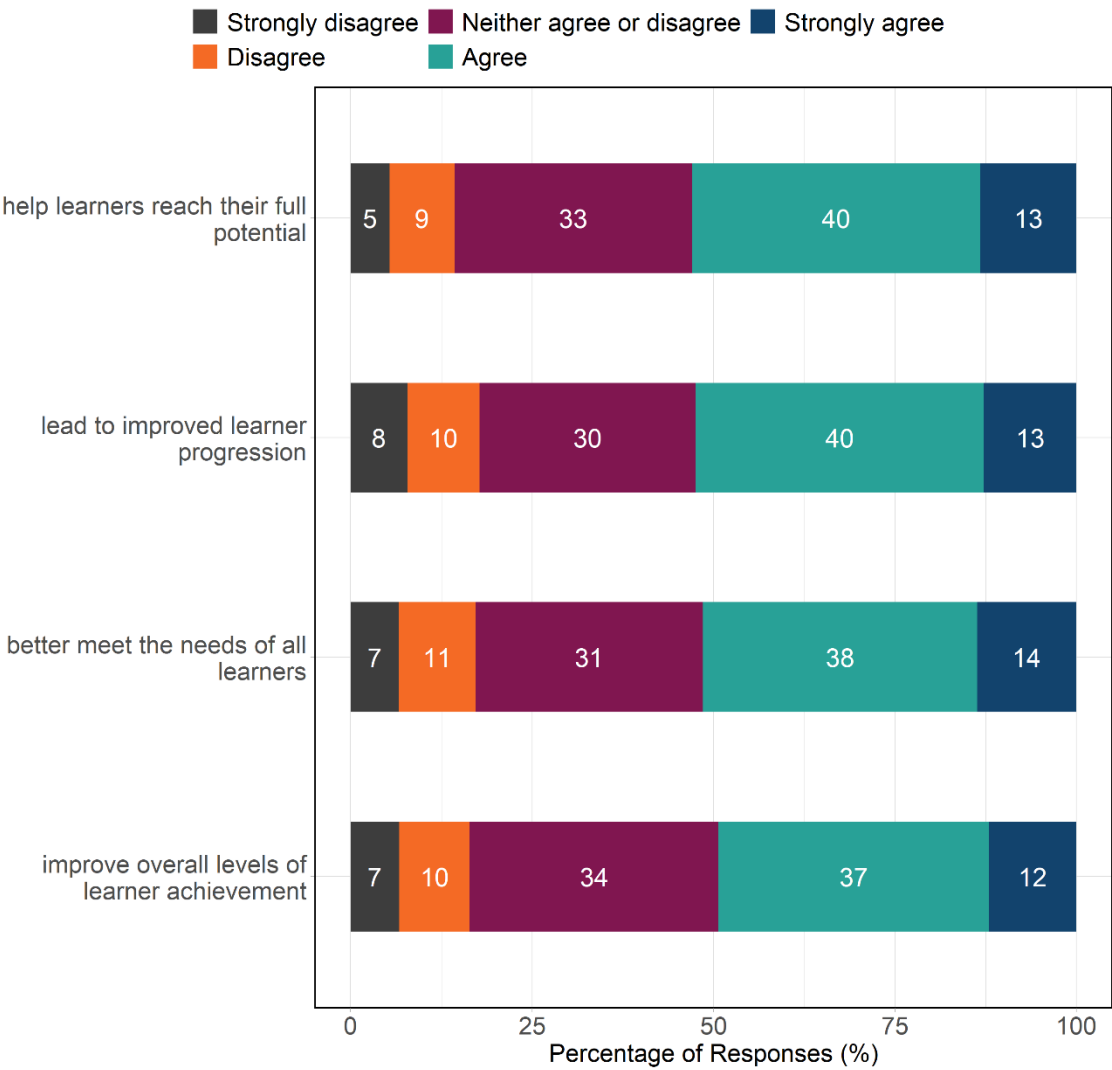


Around half of teachers indicated their agreement that comparing to the previous curriculum, they were confident the school curriculum would:

- "help learners reach their full potential" (53% agree, 14% disagree)
- "lead to improved learner progression" (52% agree, 18% disagree)
- "better meet the needs of all learners" (51% agree, 17% disagree)
- "improve overall levels of learner achievement" (49% agree, 16% disagree)

Figure 61. Meeting learners’ needs

Teacher responses to the question: “When comparing to the previous curriculum, I’m confident that the school’s curriculum will:”



44. Challenges and future support (teachers)

Survey respondents were asked to what extent they agreed with three open-text questions. These were:

- “The thing I’m finding most challenging in responding to the Curriculum for Wales is...”
- “I need further support to help me....”
- “If a colleague asked what I liked the most about the Curriculum for Wales, I would say that...”

Summary of findings: Challenges and future support (teachers)

In response to optional open-text questions, teachers reported that the aspects they found most challenging in responding to CfW were:

- a lack of time for collaborative activity and professional learning
- a lack of clarity relating to assessment and progression
- a lack of good examples of curriculum design and realisation in practice

Teachers reported that they needed further support to help them with some aspects of curriculum realisation:

- develop their approaches to assessment and monitoring learner progression
- time and financial resources for support staff to enable them to spend more time on developing the curriculum and collaborative activities
- more or better guidance relating to the curriculum, assessment and progression

Teachers reported that, if asked by a colleague what they most liked about CfW, they would say that:

- they liked the flexibility and freedom to design their own curriculum to suit the needs of their learners
- they felt CfW was more learner-led and relevant to real-life
- the liked key aspects of CfW, for example the four purposes, making connections between and across subjects and areas of learning

- they felt CfW was beneficial to learners in terms of their involvement in their own learning, providing contexts for learning and their enjoyment of learning
- they liked very little or nothing about CfW, either generally or specifically that it was too vague and open to interpretation

Open-text responses: Challenges and future support (teachers)

Findings: “The thing I’m finding most challenging in responding to CfW is...” (teachers)

Among teachers who provided written comments in response to this optional open-text question (234 out of 444), the main points raised were.

- they lacked time to work collaboratively with other staff, schools and clusters to develop the curriculum and highlighted the lack of time for professional development that would help to realise CfW
- a call for clearer guidance and direction on assessment and progression as well as concerns about lack of standardisation in assessment practices and not knowing how to approach assessment or progression
- a need for either more or better guidance either in general or specifically more examples of what the curriculum should look like, including how to make decisions in relation to curriculum design and realisation, best practice examples from other schools doing it well and more guidance on areas of learning and experience
- concerns about CfW or education more broadly. Concerns raised were varied and included CfW being too vague and open to interpretation, increased workload, inconsistent realisation and a lack of standardisation across schools and educational standards more broadly

Findings: “I need further support to help me....” (teachers)

Among the teachers who completed this optional open-text question (147 out of 444), the main points raised were:

- a call for clearer guidance and direction on assessment and progression including specific guidance around assessment strategies and arrangements,

progression models and procedures, how to track progression and best practice examples across a range of contexts

- a lack of financial resources for support staff which could enable them to spend time on developing the curriculum and supporting the individual needs of learners
- a need for more time for professional development to support CfW realisation, to plan and create resources, to reflect and collaborate with other staff and schools and time to develop a shared understanding of their new curriculum
- a need for either more or better guidance either in general or specifically more examples of what the curriculum should look like, assessment and progression curriculum design, outdoor learning experiences and examples of other schools doing it well

Findings: “If a colleague asked what I liked the most about the CfW, I would say that...” (teachers)

Among the teachers who completed this optional open-text question (202 out of 444), the main points raised were:

- that they liked the flexibility and freedom to design their own curriculum. Comments included liking the autonomy to suit the needs of their learners to improve engagement and make learning more relevant, the opportunity to personalise a local curriculum as well as providing more creativity for staff to teach more innovative and exciting lessons
- that they felt that CfW was more relevant and learner-led. There were positive views on CfW being more inclusive, authentic, focused on real-life learning and being more relevant to the world. Teachers also expressed positive views on the focus on contexts for learning, being able to focus on local needs and health and wellbeing
- that they liked key aspects of CfW, including the four purposes, linking learning to other subjects through areas of learning and experience, the focus on progression and skills
- that they felt that CfW was benefitting learners in some way. Positive views were expressed about the focus on placing the learner at the heart of the process,

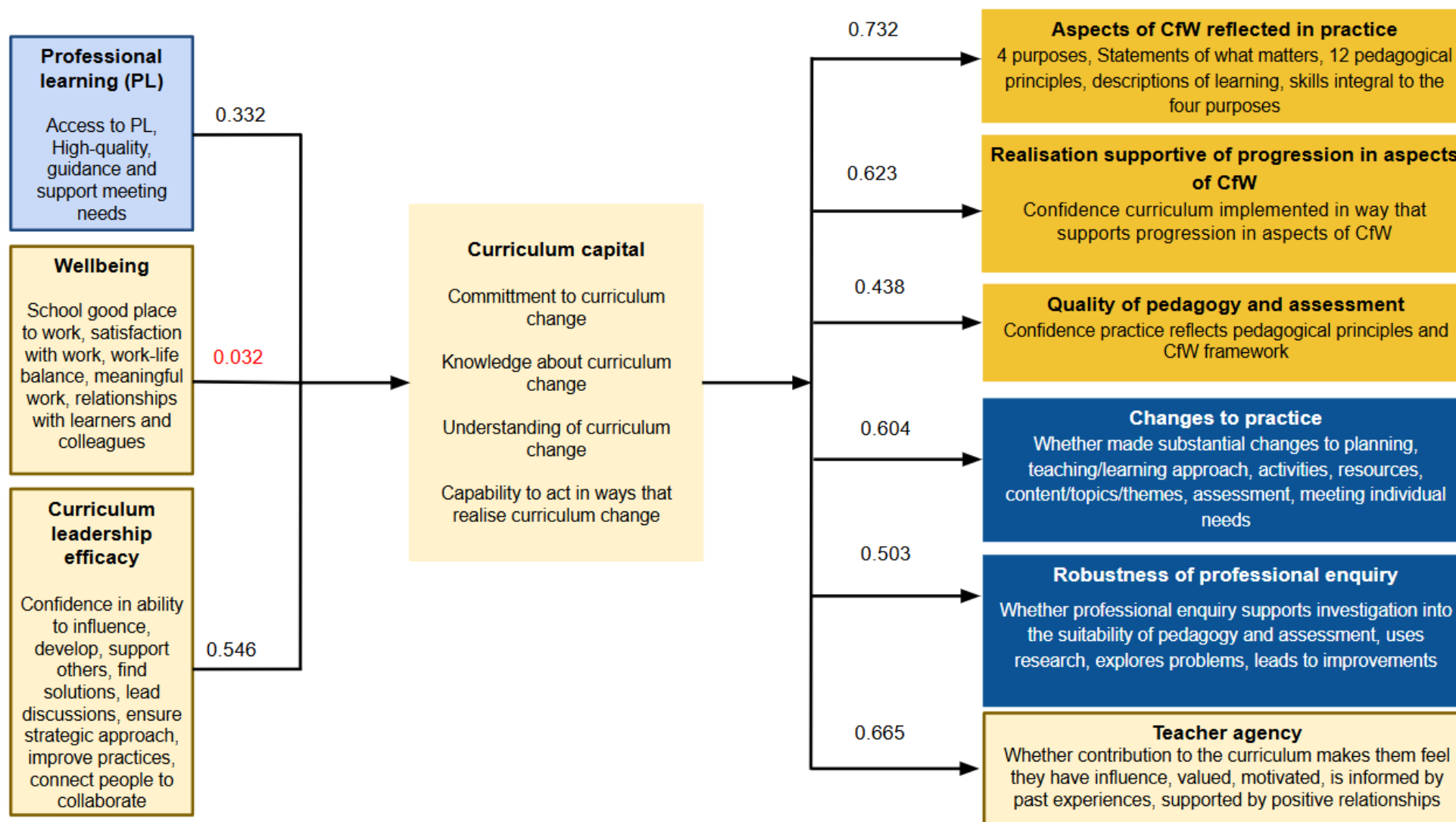
increased learner involvement, the ability to provide contextual experiences, meeting individual needs, and the feeling that practising teachers were able to make the learning experience more enjoyable for learners

- that there was nothing they liked about CfW or that they noted they could not think of anything to say when asked about favoured aspects. Teachers made general comments about not liking CfW, CfW not being fit for purpose and finding it too vague and open to interpretation

Part C: Exploring relationships between survey variables

45. Factor Analysis (FA) & Structural Equation Modelling (SEM)

Figure 62. “Developing conditions for sustaining progress”



Red coefficients = not statistically significant at the $p < 0.05$ level

Note: this diagram uses colours from the ToC presented in the [Scoping Study for the evaluation of the curriculum and assessment reforms in Wales](#)

Model fit metrics

To assess FA and SEM fit, the key fit indices and the desired thresholds that indicate good model fit were:

- Relative fit indices:
 - Comparative fit index (CFI): at least > 0.9 or ideally > 0.95
 - Tucker-Lewis index (TLI): at least > 0.9 or ideally > 0.95
- Absolute fit indices
 - Root mean squared error of approximation (RMSEA): < 0.05
 - Standardised root mean square residual (SRMR): < 0.08

Note that for the FA and SEMs, where some data was missing and had to be estimated, the more robust variants of the relative fit indices were utilised in models with estimated values.

Summary findings: 'Developing conditions for sustaining progress' SEM

The findings show that the model fits the data reasonably well and that there were moderate to high correlations between most of the factors. In terms of relative fit statistics, the SEM model produced a CFI of 0.787 and a TLI of 0.781, for absolute fit the parent model produced an RMSEA of 0.048 and a SRMR of 0.068. Both absolute fit statistics indicate the model is a good fit. The relative fit measures are below the threshold of 0.90 for an acceptable model fit.

The findings show that:

- the level of curriculum capital is weakly correlated with professional learning and moderately correlated with curriculum leadership efficacy. However, the level of curriculum capital is not correlated with the level of wellbeing
- in turn, curriculum capital is correlated with the level of aspects of CfW reflected in practice, realisation supportive of progression in aspects of CfW, quality of pedagogy and assessment, changes to pedagogy, robustness of professional enquiry and for teacher agency. The factor correlated most strongly is aspects of CfW reflected in practice, and the weakest are quality of

pedagogy and assessment and, to a lesser extent, robustness of professional enquiry

These findings should be considered in the context of the relative fit measures being below the threshold of 0.90 for an acceptable model fit and that there may be a more complex underlying relationship than this model captures. Overall, the possible causes of the relative model fit being below the threshold are that:

- some influences on the factors in the model might be extraneous factors not captured by the survey
- some relationships present in the data may not be adequately captured by the specific SEM proposed and investigated
- the model is more complex than the sample size would permit SEMs to investigate
- the sample size may be too small. As noted in Chapter 2, roughly double or more the sample size would be optimal to fit the posited SEMs

These findings suggest that:

- curriculum capital is most closely related to curriculum leadership efficacy – more so than professional learning. It has almost no correlation with the level of wellbeing. This suggests that if aiming to improve curriculum capital, improving curriculum leadership efficacy may be the more influential of these factors. It also suggests that wellbeing may not act on or relate to curriculum capital as originally conceived in the ToC
- curriculum capital does however relate moderately to many other factors – and strongly to aspects of CfW being reflected in practice. As such, it is potentially a valuable lever to use to act on each of these six other factors, if we are looking to improve one. Potentially, any action to improve one would also improve the others as well, making curriculum capital a key factor to focus on in realising CfW

However, these relationships are generally only moderate in size, indicating that other extraneous factors likely have an impact on the factors considered here, in addition to those in the model.

Detailed findings: ‘Developing conditions for sustaining progress’ SEM

Nine regressions were modelled as part of the SEM, as represented by arrows in Figure 62. Each arrow reflects an individual regression; for instance, the top leftmost arrow reflects attempting to predict the level of curriculum capital based on the level of professional learning. The values above each arrow reflect the standardised coefficient for that regression. Red coloured values reflect any regressions that were not statistically noteworthy.

Path coefficients for the above model were slightly larger than for the ‘Putting CfW into practice’ or ‘Quality of pedagogy and assessment’ models presented in Annex D, with six out of nine of these coefficients above 0.5. This shows that the strength of the relationship between factors was stronger than in the other models, making this less likely to be a key factor in the model fit issues observed here.

The level of curriculum capital is correlated with the level of both professional learning (0.332) and more strongly, with curriculum leadership efficacy (0.546). However, the level of curriculum capital is not correlated with the level of wellbeing (0.032). This may reflect the fact the questions which were mapped to the professional learning and curriculum leadership efficacy factors (see Annex D) asked about themes which are more closely linked to curriculum capital (for example, skills and professional development) than the questions mapped to the wellbeing factor.

In turn, curriculum capital is correlated with the level of aspects of CfW reflected in practice (0.732), realisation supportive of progression in aspects of CfW (0.623), quality of pedagogy and assessment (0.438), changes to pedagogy (0.604), robustness of professional enquiry (0.503) and for teacher agency (0.665). It is interesting that the factor correlated most strongly is aspects of CfW reflected in practice, and weakest two quality of pedagogy and assessment and robustness of professional enquiry. Logically aspects of CfW reflected in practice would closely relate to curriculum capital, but it seems there are other factors that relate to the quality of pedagogy and assessment and robustness of professional enquiry.

After the second round of the survey is complete, it would be useful to aggregate the data from both rounds and revisit these models to confirm whether the sample size is the limiting factor. If not, then this points to the complexity of relationships issue as the cause of poor model fit.