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

## Executive Summary

### 1.    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.

## 2.    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

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)

[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

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 teaches 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)

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[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 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.

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Views expressed in this report are those of the researchers and not necessarily those of the Welsh Government.

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.