**Curriculum for Wales – Draft Progression Code**

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| **Consultation response form**  | Your name: Organisation (if applicable):e-mail/telephone number:Your address: |

Responses should be returned by 16 July 2021 to

Curriculum Realisation Unit

Curriculum and Assessment Division

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

or completed electronically and sent to:

e-mail: curriculumforwales@gov.wales

**Respondent type** (please select one from the following)

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| Child or young person  | [ ]  | Employer/business representative  | [ ]  |
| Parent/carer | [ ]  | Professional body/interest group | [ ]  |
| Schools governor or member of school management committee | [ ]  | Voluntary sector (community group, volunteer, self-help group, social or co-operative enterprise, religious, not for profit organisation) | [ ]  |
| Mainstream school practitioner (head, teacher, teaching assistant, etc.) | [ ]  | Regional consortium | [ ]  |
| EOTAS provider (PRU staff, independent school staff, other provider, etc.) | [ ]  | Local authority | [ ]  |
| Higher education (including universities/academic institutions) | [ ]  | Further education | [ ]  |
| Politician (Senedd member, county councillors, MP, etc.) | [ ]  | Other respondent group not listed above, please specify: | [ ]  |
| Lobbyist  | [ ]  | Prefer not to say | [ ]  |

Are you responding as an individual or on behalf of a school, setting or organisation?

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| [ ]  | As an individual |
| [ ]  | On behalf of a school/setting/organisation |

**Question 1** – How useful are the principles of progression for education practitioners in designing and developing their curriculum? And how might they be improved?

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**Question 2** – In terms of the overarching principles of progression, are these clear and accurate in setting out what it means for learners to progress in their learning, 3-16 across the whole curriculum?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 3** - In terms of the principles of progression specific to each area of learning and experience, are these clear and accurate in setting out what is unique and distinct about progression, 3-16 within each area?

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| Agree | [ ]  | Disagree | [ ]   | Neither agree nor disagree | [ ]   |

**Supporting comments**

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**Question 4** – How well do the overarching principles and the principles specific to each area of learning and experience form a clear and coherent whole? Are the specific principles consistent with the overarching ones?

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**Question 5** – What further support could be provided to help practitioners develop their approach to progression and assessment as an integral part of their curriculum, in line with the principles of the Curriculum for Wales?

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**Question 6** – We would like to know your views on the effects that the Curriculum for Wales Framework Progression Code would have on the Welsh language, specifically on:

1. opportunities for people to use Welsh
2. treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

**Supporting comments**

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**Question 7** – Please also explain how you believe the proposed Curriculum for Wales Framework Progression Code could be formulated or changed so as to have:

1. positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
2. no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

**Supporting comments**

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**Question 8** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

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| Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: | [ ]  |