**Framework for Welsh**

**Consultation response form**

Your name:

Organisation (if applicable):

email/telephone number:

Your address:

Responses should be returned by **13 May** **2022** to

Curriculum Realisation Unit

Curriculum and Assessment Division

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

or completed electronically and sent to:

email: CurriculumforWales@gov.wales

1. Do you work in or support the delivery of education?

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | [ ]  | No | [ ]   |

1. If yes, what is your organisation? (If no continue to iv below)

|  |  |  |  |
| --- | --- | --- | --- |
| Welsh-medium school (Primary) | [ ]  | Higher education institution | [ ]  |
| Welsh-medium school (Secondary) | [ ]  | Diocesan authorities | [ ]  |
| English-medium school (Primary) | [ ]  | Regional consortia | [ ]  |
| English-medium school (Secondary) | [ ]  | Local authority | [ ]  |
| Bilingual school (Primary) | [ ]  | Private training provider | [ ]  |
| Bilingual school (Secondary) | [ ]  | Third sector | [ ]  |
| Special school | [ ]  | Government | [ ]  |
| Welsh-medium all-through school | [ ]  | Adult community learning | [ ]  |
| English-medium all-through school | [ ]  | Awarding organisation | [ ]  |
| Pupil referral unit (PRU) | [ ]  | Teaching union | [ ]  |
| Provider of local authority commissioned education other than at school (EOTAS) | [ ]  | Regulatory body (includes inspectorate) | [ ]  |
| Further education college | [ ]  | Governor | [ ]  |
| Funded non-maintained setting | [ ]  | Other (please specify): | [ ]  |
| PRU management committee member | [ ]  |  |  |

1. What is your primary role?

|  |  |  |  |
| --- | --- | --- | --- |
| Headteacher | [ ]  | Chancellor/vice-chancellor | [ ]  |
| Teacher | [ ]  | Lecturer | [ ]  |
| Other education practitioner | [ ]  | Governor | [ ]  |
| Newly qualified teacher | [ ]  | Challenge advisor | [ ]  |
| Teaching assistant | [ ]  | School improvement officer | [ ]  |
| Senior leader | [ ]  | Inspector | [ ]  |
| Supply teacher | [ ]  | Other (please specify): | [ ]  |
| Teacher in charge | [ ]  |  |  |
| Principal/vice-principal | [ ]  |  |  |

1. If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

|  |  |  |  |
| --- | --- | --- | --- |
| Parent or carer | [ ]  | Employer | [ ]  |
| Adult 18-plus (not a parent or carer) | [ ]  | Apprentice | [ ]  |
| Child or young person (under 18) | [ ]  | Other (please specify): | [ ]  |
| Student/academic | [ ]  |  |  |

1. Are you providing feedback on behalf of an organisation or group?

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | [ ]  | No | [ ]   |

1. If 'yes' please specify

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**Question 1** – Does the information provided in this framework about experiences, knowledge and skills offer teachers guidance to help plan for learners’ progression in Welsh?

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| Yes | [ ]  | No | [ ]   | Unsure | [ ]   |

Please explain your answer

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**Question 2** – Is there something missing that should be included in the experiences, knowledge and skills?

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| Yes | [ ]  | No | [ ]   | Unsure | [ ]   |

**Please note here where you think the gaps are and what should be added.**

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**Question 3** – Will the information about language competencies provided in this framework support teachers to plan for learners’ progression in Welsh?

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| Yes | [ ]  | No | [ ]   | Unsure | [ ]   |

Please explain your answer.

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**Question 4** – The draft framework sets out the descriptions of learning strand by strand. Do you think including an additional sentence above descriptions of learning to summarise the focus of each strand of progression would be helpful to teachers? (An example taken from the framework is provided below, with the suggested additional sentence: ‘This strand describes progression in vocabulary development’.)

|  |  |
| --- | --- |
|  | **This strand describes progression in vocabulary development** |
|  | **Progression Step 1** | **Progression Step 2** | **Progression Step 3** | **Progression Step 4** | **Progression Step 5** |
| **Descriptions of learning for writing** | I can use familiar words and phrases and experiment with newly-learned vocabulary.  | I can use an increasingly imaginative and varied vocabulary. | I can use familiar idiomatic language and appropriate register in my communication.  | I can choose idiomatic language and appropriate register in my communication to enrich my expression.  | I can use idiomatic language and appropriate register to enhance my expression in a range of contexts.  |

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| --- | --- | --- | --- | --- | --- |
| Yes | [ ]  | No | [ ]   | Unsure | [ ]   |

Please explain your answer

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**Question 5** – What additional supporting materials do you think teachers will need in order to use the Curriculum for Wales and this framework effectively to support learners’ progression in Welsh?

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**Question 6** – What additional professional learning opportunities do you think teachers will need in order to use the Curriculum for Wales and this framework effectively to support learners’ progression in Welsh?

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**Question 7** – We would like to know your views on the effects that the framework for Welsh in English-medium schools, settings and streams would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

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 8** – Please also explain how you believe the proposed framework for Welsh in English-medium schools, settings and streams could be formulated or changed so as to have 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, and 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 9** – 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: | [ ]  |