



Llywodraeth Cymru
Welsh Government

PUBLICATION, DOCUMENT

Data and information to support learning and improvement: for the general public

We want your views on our policy on the use of school and learner data that we already lawfully collect and process. It also sets out expectations for schools to make information available.

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Summary

Purpose of the consultation (<https://www.gov.walesnull>)

This document aims to outline our policy on the use of school and learner data that we already lawfully collect and process. It also sets out expectations for schools to make information available.

(<https://www.gov.walesnull>)

Throughout the course of this consultation, when we use the term ‘expect’ or ‘expectation’, it is because stakeholders have asked the Welsh Government to provide direction on using data and information to support learning and improvement. These terms are not intended to describe legal requirements but rather Welsh Government advice. Accordingly, the Welsh Government strongly recommends that stakeholders follow this approach. This will help us work together and align on what we value for our learners.

Who is this consultation aimed at? (<https://www.gov.walesnull>)

We are conducting this consultation in two versions, each tailored to a specific group of stakeholders. This document supports the version aimed at a general public audience, including parents and carers, learners, and anyone else interested in the subject of this consultation.

A separate version, designed to be more detailed for a specialist audience (<https://www.gov.wales/data-and-information-support-learning-and-improvement-those-working-within-school-system>), is aimed at those working within the school system, such as practitioners, leaders, local authorities, regional consortia, and those working alongside schools, organisations who we refer to as partners, such as Estyn, Qualifications Wales, the Welsh Local Government Association (WLGA).

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What data and information are we concerned with?

(<https://www.gov.walesnull>)

Throughout this consultation, we refer to data and information but we want to be clear that there is no intention to amend existing legislation to extend or change the current data collection arrangements or statutory reporting requirements. However, we will consider the legislative framework to ensure that it aligns with our policy position (i.e. the principles being set out in this consultation) and that any new data requirements that impact on legislation are evaluated against this policy.

Consultation timing (<https://www.gov.walesnull>)

We are opening this consultation for a period of nine weeks. We believe this timeframe is sufficient for respondents to fully consider our proposals and submit their responses. Our direction has been clear for several years and extensive engagement with stakeholders has informed these proposals. This consultation period will also allow us to confirm arrangements as early as possible in the summer term of 2025. This will give those working in the school system and partners as much time as possible to reflect on the confirmed arrangements, contribute to subsequent stages of development, and prepare for moving to the new arrangements starting in summer 2027.

Background

Our approach to using data and information to support learning and improvement must underpin the ambitions of our education reforms. It should align with the ethos of **Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for->

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wales/) and our supporting National Improvement Framework, while also helping us meet objectives across the Programme for Government and areas of strategic policy, including our **equity ambitions** (<https://www.gov.wales/equality-plan-and-objectives-2020-2024>), **Cymraeg 2050: A million Speakers** (<https://www.gov.wales/cymraeg-2050-welsh-language-strategy>) and **Well-being of Future Generations** (<https://www.gov.wales/well-being-future-generations>).

What are we consulting on? (<https://www.gov.walesnull>)

Our overall approach to using data and information in the school system and a set of principles to underpin this

We are outlining our approach to data and information to ensure a shared understanding of its use and to provide direction on how we expect others to use it. To do this, we have developed a set of guiding principles. We are seeking feedback on how well these principles capture our aims. As noted above, the purpose of this is to provide assurance on how the Welsh Government will use the data that it already collects. These principles aim to reflect our move away from a “high stakes” approach to using data, to one that focuses instead on supporting individual learners’ progression.

The 14 to 16 Learner Entitlement Indicators Framework proposals

We are seeking views on a proposed 14 to 16 Learner Entitlement Indicators Framework to support **14 to 16 learning under the Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/>). We want to know how well stakeholders think these proposals align with our policy aims and gather feedback on the framework’s structure.

The proposals outlined in this consultation relate to reporting arrangements that

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are not part of our official statistics outputs. We will seek views on how school and learner data features within official statistics publications in the near future, as part of our next steps.

Supporting improvement for learning under Curriculum for Wales (<https://www.gov.walesnull>)

The Welsh Government and the education system are committed to becoming a self-improving system through collaborative working, partnership and support. Data and information play a crucial role in this but the key drivers are in partners and the Welsh Government working together effectively, focusing on all aspects of improving learning and raising standards in education.

Our National Improvement Framework guides this work, and our ongoing **School Improvement Partnership Programme** (<https://www.gov.wales/written-statement-next-stage-review-school-improvement-roles-and-responsibilities-education>) supports purposeful collaboration across all levels of the system. This enables effective self-evaluation through learner-focused, evidenced-informed and enquiry-based practice within and across schools, and in partnership with local authorities.

Our School Improvement guidance published in 2022 outlines our aims to:

- increase the use of the widest and richest possible range of information to inform self-evaluation and improvement within schools' own contexts
- clarify the use of information for accountability purposes, so that this does not inhibit schools' improvement or drive negative behaviours
- broaden the range and quality of publicly available information about schools and the wider system to enhance transparency and public confidence

Additionally, we recently published our statutory guidance on **14 to 16 learning**

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under the Curriculum for Wales (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/#designing-the-14-to-16-curriculum-offer>). This guidance indicates our intention for information requirements and reporting arrangements to align with the priorities and aims of the Learner Entitlement for 14 to 16-year-olds (14 to 16 learner entitlement). We committed to consulting on these information proposals, providing clear direction on our expectations for the use and publication of relevant data at a school level.

Why do we need to define our approach to use of data and information to support learning and improvement?

(<https://www.gov.walesnull>)

Our aims (<https://www.gov.walesnull>)

Data and information play a crucial role in evaluation, improvement and accountability processes. However, to truly support improvement in learning, they must be both appropriate for use and used appropriately. We often refer to the interplay between the what and the how of using data as the ‘information ecosystem’.

We recognise that the Welsh Government needs to set clear expectations for the use of data and any specific requirements. This will help cultivate a focus on what is important and where it can be help drive improvements for our learners, supporting our policy aspirations.

Recent research commissioned by the Welsh Government into **developing a new data and information ecosystem** (<https://www.gov.wales/research-exploring-new-information-system-schools>) has guided the development of our proposals, alongside engagement with our partners.

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We aim to promote a balanced approach using all types of data and intelligence, focussing on identifying and understanding issues and underlying factors to address the diverse needs of our learners and schools. We want data and information to be used in a way that supports efforts to achieve the best for our learners and citizens and which helps our workforce in delivering this. We also wish to help the public understand what is happening in schools by providing a more meaningful and complete picture of schools in a way that's easy to understand.

(<https://www.gov.walesnull>)

Our focus on data should support understanding without placing additional burdens upon the workforce or driving negative behaviours.

(<https://www.gov.walesnull>)

As the Curriculum for Wales embeds, we want our approach to data and information to maintain balance across the system in the long-term. It is important to be clear about our aims, our principles and how we will achieve this.

Our overall approach to use of data and information in the school system

Data, information and evidence should be used for a range of purposes, and different stakeholders have their own particular data and information needs which will vary depending on what they are used for. Both qualitative and quantitative information are valuable, and, used together, offer a rounded picture of schools. It is crucial that everyone ensures data is used in a way that keeps the learner at the centre of decision-making.

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Information ecosystem principles (<https://www.gov.walesnull>)

We propose the following principles to underpin our approach to using data to support learning improvement:

1. **Learner-focused approach:** our focus remains squarely on the learners. Their needs, progress, and wellbeing guide our decisions.
2. **Workforce Support:** by setting clear expectations around data use, we aim to empower educators to better support learners.
3. **Holistic:** no single metric can define success. We consider a broad range of factors, avoiding overreliance on isolated measures.
4. **Context matters:** data gains greater meaning in context. We ensure information is relevant, timely, high-quality, and contextualised to provide an informed picture of a school and fairer consideration of outcomes.
5. **Efficiency and simplicity:** streamlined requirements minimise administrative burdens, allowing educators to concentrate on what matters most.
6. **Flexibility:** our approach respects individual needs across diverse settings. One size does not fit all.
7. **User-friendly presentation:** data and information should be accessible and understandable. Clear visuals aid informed choices.
8. **Descriptive, not judgmental:** we describe rather than evaluate. Objective insights inform action.
9. **Reporting and sharing:** data supports collaboration among schools and improvement services.
10. **Empowering:** schools use data intelligently to inform self-evaluation and continuous improvement.
11. **Inquiry and understanding:** data sparks exploration and enriches inquiry, leading to deeper understanding and triangulation of findings.
12. **Thoughtful publication:** we weigh consequences before sharing data publicly, safeguarding learners and schools.

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Publishing 14 to 16 learning information: the 14 to 16 Learner Entitlement Indicators Framework (LEIF)

Supporting 14 to 16 learning under the Curriculum for Wales (<https://www.gov.walesnull>)

Our programme of activity to secure effective use of data and information spans the range of education policy. We are looking at this area as a priority to provide direction following the publication of the statutory guidance on **14 to 16 learning under the Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/>). This is in preparation for the first cohort of Curriculum for Wales learners reaching year 11 and the introduction of **reformed Made for Wales qualifications for 14 to 16-year old** (<https://qualifications.wales/regulation-reform/reforming/national-14-16-qualifications/>)s.

We have committed to replacing the current Interim Key Stage 4 measures with indicators that fully support 14 to 16 Learning under Curriculum for Wales. We understand that **our partners and the public wish to know how the Welsh Government plans to report school data in the future** (<https://www.gov.walesnull>). Therefore, this consultation is looking at the data and information we propose is regularly made publicly available about schools via **My Local School** (<https://mylocalschool.gov.wales/>) or any such future public platform.

As we look at the data and information needs in the earlier phases of the Curriculum for Wales, we will ensure alignment with what we value throughout a learner's education.

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The 14 to 16 Learner Entitlement (<https://www.gov.walesnull>)

The **14 to 16 learning guidance** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/>) sets out the 14 to 16 Learner Entitlement, which emphasises a broad range of learning and opportunities for young people. This supports them as they make progress towards the four purposes, approach the end of their statutory schooling, take qualifications and prepare for the next stage in their lives, whether that is further education, training or employment.

The 14 to 16 learning guidance specifies that schools should ensure all learners can demonstrate and communicate their learning, progress and achievements across all four components of the learner entitlement by the time they complete compulsory education at age 16.

These four components are:

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

Each learner's entitlement will consist of various learning, experiences and achievements across these components.

We aim to use data and information in a way that supports schools in providing a comprehensive offer to learners, balancing provision across the components without overly focussing on one aspect. This approach also helps others gain an informed understanding of the 14 to 16 learning within a school.

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Scope of the 14 to 16 LEIF (<https://www.gov.walesnull>)

We are proposing a 14 to 16 Learner Entitlement Indicators Framework (LEIF) that fully aligns with the 14 to 16 Learner Entitlement.

- Publication expectations: this proposal outlines what we expect the Welsh Government to regularly publish about schools.
- Wider school data and information: this LEIF relates only to 14 to 16 learning information. It does not encompass the full range of information we believe the Welsh Government should publish about a school, or that we would expect schools to make available.
- Inclusion of EOTAS learners: As we develop proposals, we will consider how to ensure that learners receiving Education Other Than At School (EOTAS) provision are also accounted for in our reporting arrangements.

What has informed the 14 to 16 LEIF proposals?

(<https://www.gov.walesnull>)

We have formed the following proposals in line with our approach to using data and information. These proposals are informed by our policy aims, available research (including specifically commissioned research involving participation of schools, learners, partners and parents and (or) carers) and our on-going engagement with various stakeholders, including school leaders and practitioners and representatives from local authorities, regional consortia, Welsh Local Government Association (WLGA), Qualifications Wales, WJEC, Estyn and school leaders' unions.

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The 14 to 16 Learner Entitlement Indicator Framework (LEIF) (<https://www.gov.walesnull>)

What is in the 14 to 16 LEIF? (<https://www.gov.walesnull>)

The framework proposes a mix of reporting arrangements for Welsh Government collected data and expectations for data and information to be made publicly available by all secondary schools.

Cross-cutting features that underpin our approach to reporting 14 to 16 learning data (<https://www.gov.walesnull>)

1. Comprehensive understanding: data and information must support an understanding of breadth, depth, level and scale of learning in a school and across different groups of learners. For 14 to 16 learners this includes, but is not limited to, working towards qualifications.
2. Supporting all learners: data and information must support an understanding of learning across all groups of learners and progression in relation to their potential.
3. Continuous self-evaluation: data and information must support self-evaluation both throughout the 14 to 16 learning phase and across a school's age range, not just at the end of Year 11.
4. Contextual success: data and information must support understanding in context at the school level, providing transparency in an equitable way. Achievement is relative to each learner, and relative to the context and challenges faced by each school. Therefore, data and information will not be presented in a way that suggests success or failure but will convey where value has been added to provision for learners. (Relevant comparators and contextual factors will be developed with schools and partners in our next

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steps.)

5. **Accessibility:** data and information must be accessible to different audiences. Qualifications outcomes will not be converted into point scores. The full offer of reformed qualifications for 14 to 16 learners introduces a number of complexities that cannot simply be applied to the existing points arrangements.
6. **Transparency:** data and information must aid transparency. Learning outcomes will not be presented in the form of a composite measure where variation can be masked.
7. **Clear narrative:** We will provide clear narrative around the reported data and information, enabling public understanding of expectations around the use of data and how it relates to our values (the 14 to 16 Learning Entitlement and Curriculum for Wales).

Where and how will 14 to 16 LEIF data and information be presented?

(<https://www.gov.walesnull>)

We will present a set of data and information on a public platform for each secondary and middle school, organised across the four components of the 14 to 16 Learner Entitlement. This will be part of a broader set of information available about each maintained school in Wales. Currently we use **My Local School** (<https://mylocalschool.gov.wales/>) to provide public access to data and information about each school. The remainder of this section sets out how we intend to present this information and our expectations for schools to make information available through their own channels.

Using qualifications data in the 14 to 16 LEIF

(<https://www.gov.walesnull>)

1. **Qualifications entries and awards:** we will report on both qualification entries

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and award outcomes.

2. Individual qualification reporting: we will not use a measure to report on a mixture of different qualification outcomes. Instead, we will report outcomes for each individual qualification.
3. Contextualised reporting: we will report qualification outcomes in a contextualised way, using relevant comparators developed in partnership with stakeholders. We will look to include an expected outcome comparator based on a statistical model informed by socio-economic disadvantage factors.
4. Understanding outcomes for learner groups and patterns over time: we will aim to provide insight into learning across groups of learners with different characteristics and analysis over a time.
5. Grade range reporting: we will report qualification outcomes as percentages of learners achieving each grade range (e.g. A*, A* to A, A* to B,...A* to G for GCSEs or A*A*, or A*A* to AA, A*A* to BB,...A*A* to GG for double award GCSEs) for each award attained by a learner in the cohort, using the relevant grade range for each qualification.
6. Inclusion of qualifications: All reformed qualifications approved and designated (by Qualifications Wales as the regulatory body) for 14 to 16-year-olds in Wales (up to level 2 qualifications) will be included in reports where:
 - a. it is expected for the majority of learners to be entered as set out in the 14 to 16 Learning Guidance, or
 - b. a learner in the cohort has been entered.
7. Avoiding misrepresentation of qualifications with fewer entries: Where there are fewer than 50 entries for a qualification, we will not report outcomes as outcome patterns are likely to be unstable, preventing real understanding of the data. We will indicate that a school can be contacted to provide further information for any lower entry level subjects. We will review the suitability of this minimum number of entries over time.

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14 to 16 LEIF summary of indicators to be made publicly available (<https://www.gov.walesnull>)

Qualifications in literacy and numeracy (<https://www.gov.walesnull>)

- Overview of entries across relevant qualifications for each subject area (Cymraeg, English and Mathematics and Numeracy) included in this component (WG publication).
- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) reported separately for each relevant qualification included in this component (WG publication).

Qualifications to encourage breadth (<https://www.gov.walesnull>)

- Overview of entries across relevant qualifications for the science subject area included in this component (WG publication).
- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) reported separately for each relevant GCSE, VCSE and Foundation qualification included in this component (WG publication).
- Overview of entries across different qualification types (WG publication).

Wider learning and experiences across the curriculum

(<https://www.gov.walesnull>)

- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) for the Personal Project (WG publication).

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- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) reported separately for each relevant Skills Suite qualification included in this component (WG publication).
- Information on learning in relationships and sexuality education (RSE) and religion, values and ethics (RVE) that forms part of a school's curriculum (School publication).
- Information on the wider curricular and learning opportunities and participation in a school (School publication).

Reflections on learning and progress and post-16 planning

(<https://www.gov.walesnull>)

Learner effectiveness and engagement

- Information on supporting learners in becoming increasingly effective at learning (School publication).
- Information on opportunities and impact of Learner Voice and supporting Wellbeing in a school (School publication).
- Attendance levels for Year 10 and 11 learners (WG publication).
- Persistent absence levels and absenteeism for Year 10 and 11 learners (WG publication).
- Year group movement of learners between Year 10 and Year 11 (under consideration) (WG publication).

Post-16 Planning

- Information on Post-16 and transition planning in a school (School publication).
- Destinations of Year 11 learners (under consideration) (WG publication).

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- Year 11 learners with no qualifications (WG publication).

Timing of the 14 to 16 LEIF implementation

(<https://www.gov.walesnull>)

Following the close of this consultation we will consider responses and confirm arrangements and next steps in the summer term of 2025. Following this, we will work with our partners to refine proposals, establish the underlying details, and develop reporting systems to support self-evaluation and public accessibility to school data. We will be reporting in line with these reformed arrangements as the first Year 11 cohort under the Curriculum for Wales reaches the end of their statutory schooling and reformed qualifications are first awarded. We will continue to work with partners following the introduction of the 14 to 16 LEIF to review the underlying detail of our reporting arrangements and systems on an ongoing basis.

The **Full Offer of reformed 14 to 16 qualifications** (<https://qualifications.wales/regulation-reform/reforming/national-14-16-qualifications/>) will be phased over several years. During this transition period, our reporting will include both legacy qualifications and the new awards.

Next steps

We recognise that stakeholders want to understand the data and information arrangements that will be in place as they embed Curriculum for Wales and the 14 to 16 Learner Entitlement.

We intend to publish a summary of responses to this consultation in summer 2025 alongside a statement of intent with regard to introducing our reformed approach to using data and information in the school system and the 14 to 16

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LEIF. This will also include our next steps in refining reporting arrangements, development of tools and supporting materials. We will also be seeking views on how school and learner data features within official statistics publications.

We want to gain an insight and understanding of the potential impact of our proposals on schools. We will carry out a 'workload impact assessment' that will be published as part of the overall Integrated Impact Assessment in the summer. To support this work a specific consultation question has been included in the version of this consultation aimed at those working within the school system to capture practitioner views on the implications of proposals on workload.

Consultation questions

Our overall approach to use of data and information in the school system (<https://www.gov.walesnull>)

Question 1: To what extent do you agree that the overall approach to using data and information in the school system and the information ecosystem principles align with the ethos and ambitions of our [Curriculum for Wales](https://hwb.gov.wales/curriculum-for-wales/) (<https://hwb.gov.wales/curriculum-for-wales/>)?

Question 2: To what extent do you agree that the information ecosystem principles encourage use of data and information to support evaluation and improvement in a way that keeps the learner at the centre?

Question 3: To what extent do you agree that the information ecosystem principles allow for a balanced and holistic understanding of schools and learning from your perspective?

Question 4: Are there any other principles or aspects to the proposed information ecosystem principles that should be added?

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Question 5: What are your views on the information ecosystem principles supporting individual learners and meeting their diverse needs, including those learners from disadvantaged backgrounds and those learners who share protected characteristics (as set out under the Equality Act 2010)?

The 14 to 16 Learner Entitlement Indicators Framework (LEIF) (<https://www.gov.walesnull>)

Question 6: To what extent do you agree that the 14 to 16 Learner Entitlement Indicators Framework (LEIF) aligns with the **14 to 16 Learner Entitlement** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/#the-14-to-16-learner-entitlement>) while supporting our wider **Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for-wales/>) ambitions?

Question 7: To what extent do you agree that the 14 to 16 LEIF supports a balanced understanding of 14 to 16 curricula and learners' achievements in schools' own contexts?

Question 8: Should there be any additional indicators included in this framework to fully support your understanding of 14 to 16 curricula and learner achievement in a school? Please provide details.

Question 9: If relevant, will the 14 to 16 LEIF provide your organisation with the information it needs about 14 to 16 curricula and learner achievement in schools?

Question 10: To what extent do you agree that the 14 to 16 LEIF supports a focus on the common goals of **Cymraeg 2050: A million speakers** (<https://www.gov.wales/cymraeg-2050-welsh-language-strategy>)?

Question 11: What are your views on the impact of the 14 to 16 LEIF in supporting individual learners and meeting their diverse needs, including those

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from disadvantaged backgrounds and those who share protected characteristics (as set out under the Equality Act 2010)?

The Welsh Language (<https://www.gov.walesnull>)

Question 12: What, in your opinion, would be the likely effects of the overall approach to using data and information in the school system and the information ecosystem principles on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?

Do you think that there are opportunities to mitigate any adverse effects?

Question 13: In your opinion, could the overall approach to using data and information in the school system and the information ecosystem principles be formulated or changed so as to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English, or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Question 14: What, in your opinion, would be the likely effects of the 14 to 16 LEIF on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?

Do you think that there are opportunities to mitigate any adverse effects?

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Question 15: In your opinion, could the 14 to 16 LEIF be formulated or changed so as to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English, or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Please use the consultation response form to respond to the above questions.

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