

CYPE – additional questions RE curriculum

- Do you believe the more flexible and discretionary approach being taken to the new curriculum makes it more difficult to design qualifications which consistently examine and demonstrate learner achievement?

NAHT Cymru has raised concerns previously around how qualifications which are traditionally subject-specific are going to dovetail with this new approach. Although we believe in the flexibility of the approach for learning has huge benefits, the question of qualifications remains largely unanswered. There is undoubtedly a huge piece of work here in terms of upskilling those stakeholders and partners to be responsive to the schools new starting points and until there are some more details on this, it is difficult to comment further.

- Do you believe there is enough clarity and certainty about what qualifications alongside the new curriculum will look like and what implications does this have for head teachers and school leadership teams?

In short, no. There is little clarity, as referenced in the previous answer, around qualifications alongside the new curriculum will look like. Without that clarity, NAHT Cymru reserves its judgement on the implications for headteachers and school leadership teams.

- How will head teachers and governing bodies ensure that the teaching of RVE in their school, not just the design of the curriculum, is sufficiently objective, critical and pluralistic?

NHT Cymru believes ensuring RVE delivery is objective, critical and pluralistic is going to come down to a number of factors, namely trust and confidence in the profession to deliver RVE in the way it is intended to be delivered; sufficient training to ensure staff are equipped to deliver lessons; robust assessment arrangements underpinned by a middle tier/governing body that buys in to the process.

Laura Doel
Director
NAHT Cymru