

Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)

This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)

CYPE SP 06

Ymateb gan | Response from: Impact School Improvement Ltd

Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

Thema 1: Addysg oedran ysgol | Theme 1: School-age education

Curriculum for Wales & equity

We feel the Senedd committee should explore whether the Curriculum for Wales national framework as it is being implemented in schools across Wales, provides equitable provision to high quality education for all pupils. Our suggestion for how this is to be done would to use the approach employed by the OECD when looking at Curriculum for Excellence, the results of which appeared in their recent report: Scotland's Curriculum for Excellence: Into the Future | en | OECD Their focus was to look at the prominence and importance given to knowledge in schools' curricula, the quality of that knowledge, and how this looked between schools serving disadvantaged areas & advantaged areas as well as between schools deemed as excellent and those deemed to be of concern. Another line of enquiry would be to look in detail at assessment arrangements created by schools and the variation between those assessment arrangements across schools. The Descriptions of Learning for each Progression Step are the starting point for those assessment arrangements, and currently provide the only description of a national standard, therefore comparing the different ways in which schools interpret this national standard through their assessment arrangements will provide the committee with an understanding of whether variation of experience for pupils is being increased under the use of Curriculum for Wales or reduced in comparison with the 2008 National



Curriculum. A final way to explore equity of provision for all pupils would be to explore the depth and breadth of professional learning provided to teachers at school level specifically on the practical aspects of the curriculum design process. If teachers from school A have had multiple, research-informed, practical sessions on how to enact the principles of effective curriculum design and school B have had only a single school led INSET session on designing the curriculum, then it would follow that there will be a knock-on effect to the quality of curriculum provided to the pupils of both schools.

Supporting the teaching profession to become research-informed

One of the key actions that the new education minister has committed to since May 2021 is ensuring that the teaching profession becomes fully research-informed. His first step towards achieving this was the publication of the National Strategy for Educational Research (NSERE). We feel that the committee should explore how effective this strategy is in ensuring the teaching profession is aware of, understands and is able to use the wealth of robust, peer-reviewed educational research that is already available. The strategy has a strong focus on developing the capacity of the research sector in Wales but pays little attention to supporting teachers to use historic research to improve learning for their pupils.

One of the ways of following this line of enquiry would be to look at the impact of the NPEP project on teacher's practice over the long term. What percentage of the teaching population of Wales have had access to the project? Of those who have been involved in this project, how many are still working in education in Wales? Of those involved in the project and still working in Wales, how many regularly use research to inform how they teach in the classroom? How many of the schools who were involved in the project have used the strategies participants were supported to develop, to improve the quality of teaching and learning across their whole staff?

Another line of enquiry would be to look at how many education professionals, teachers, those who support school improvement, senior education leaders and education policy makers understand the science of learning and are able to clearly articulate how the human memory works and how learning happens. The ultimate goal of education is to prepare learners to be able to transfer their understanding and knowledge into novel contexts. Improving the teachers' understanding of what the current research tells us about how transfer happens should be a central aim of the NSERE. Exploring HEIs current research projects and how closely they align the schools' needs, which would include:



- Understanding how the human memory works
- Understanding what research tells us are the 'best bets' for effective instruction
- Understanding how transfer happens and how this can be supported within curriculum design and classroom practice

How the pressures of accountability may subvert the intentions of Curriculum for Wales

When the OECD reviewed Curriculum for Wales in their report of October 2020, they commented that; "The challenge for Wales at this stage is to remain true to the vision while shifting the perspective of the strategy from being policy-driven to one focused on schools." There have been many pages of guidance already published to which schools must adhere, but little recognition of what this may look like in practice or any possible unintended consequences for schools and pupils in the long term. One of the real concerns for schools is what accountability will look like and how it will drive curriculum design and provision in the long term. The education minister has announced that evaluation and improvement guidance will be published this September, nine months before the accountability research project set in motion by the previous minister is due to report in May 2022. The research project to in motion by Kirsty Williams is designed to identify sources of data and improvement information that schools should be expected to collate for accountability purposes.

A way of exploring how well integrated into Curriculum for Wales accountability actually is and how likely any guidance will be to subvert the principle of progress for all learners, would be to explore the question of how in practice the quality of schools' curriculum will be measured. How do schools expect the quality of their curriculum to be measured and how will that impact on what happens in the classroom and in the planning of provision? How will regional consortia support schools to improve the quality of their curriculum and what actions will they be encouraging schools to take in order to enact improvement? How will Estyn be measuring the quality of a school's curriculum and what evidence will Estyn be using to underpin those judgements?

Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education



Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)

Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people

