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**Ymateb i Ymgynghoriad / Consultation Response**

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<b>Dyddiad / Date:</b>	16.07.21
<b>Pwnc / Subject:</b>	<b>Curriculum for Wales Enabling Pathways guidance</b>

**Background information about Estyn**

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn may give advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;

- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

## Response

### Introduction

Overall, this draft guidance presents useful principles for the implementation of the Curriculum for Wales for those leading learning towards progression step one. The identification of enabling adults, enabling environments and enabling experiences is helpful in aiding the understanding of how the new curriculum can be successfully implemented in these settings. The breakdown of what good pedagogy looks like at this stage of learning is beneficial. It is important that the principles of child development are included and feature as an important part of curriculum design.

In responding to the consultation, we have identified where the guidance could be strengthened, including:

- providing links to further guidance or case studies
- providing further detail on the role of the enabling adult to promote independence or to support those with ALN
- consideration of the prescription of how much learning should take place in different environments (outdoors/indoors)
- further detail on what best practice looks like for inclusivity and diversity
- further consideration of how the Welsh dimension can be strengthened

We have also identified that much of this document already appears in the curriculum for funded non-maintained settings that is also currently being consulted on. We wonder if this document would be more effective if it was included in other Curriculum for Wales documents to set out expected pedagogy, rather than appearing as a standalone document.

## Consultation questions

**Question 1** – Do you work in or support the delivery of education?

<b>Yes</b>	✓	<b>No</b>	<input type="checkbox"/>
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i) If yes, what is your organisation? (If no continue to iii below)

Welsh-medium school (primary)	<input type="checkbox"/>	Higher education institution	<input type="checkbox"/>
Welsh-medium school (secondary)	<input type="checkbox"/>	Diocesan authority	<input type="checkbox"/>

Welsh-medium school (special)	<input type="checkbox"/>	Regional consortia	<input type="checkbox"/>
English-medium school (primary)	<input type="checkbox"/>	Local authority	<input type="checkbox"/>
English-medium school (secondary)	<input type="checkbox"/>	Private training provider	<input type="checkbox"/>
English-medium school (special)	<input type="checkbox"/>	Third sector	<input type="checkbox"/>
Bilingual school (primary)	<input type="checkbox"/>	Government	<input type="checkbox"/>
Bilingual school (secondary)	<input type="checkbox"/>	Adult community learning	<input type="checkbox"/>
Welsh-medium middle school	<input type="checkbox"/>	Awarding organisation	<input type="checkbox"/>
English-medium middle school	<input type="checkbox"/>	Teaching union	<input type="checkbox"/>
Pupil referral unit (PRU)	<input type="checkbox"/>	Regulatory body (includes Inspectorate)	<input checked="" type="checkbox"/>
Special school	<input type="checkbox"/>	Governing body	<input type="checkbox"/>
Funded non-maintained setting	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Further education college	<input type="checkbox"/>		

ii) What is your primary role?

Headteacher	<input type="checkbox"/>	Chancellor/vice-chancellor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Lecturer	<input type="checkbox"/>
Practitioner	<input type="checkbox"/>	Pioneer	<input type="checkbox"/>
Newly qualified teacher	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Teaching assistant	<input type="checkbox"/>	Challenge advisor	<input type="checkbox"/>

Senior leader	<input type="checkbox"/>	School improvement officer	<input type="checkbox"/>
Supply teacher	<input type="checkbox"/>	Inspector	<input checked="" type="checkbox"/>
Principal/vice-principal	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Early Years advisory teacher (or equivalent)	<input type="checkbox"/>		

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

Parent or carer	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Adult 18-plus (not a parent or carer)	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>
Child or young person (under 18)	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Student/academic	<input type="checkbox"/>		

iv) Are you providing feedback on behalf of an organisation or group?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If 'yes' please specify.

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**Question 2** – Is there a clear relationship between this draft guidance and the published Curriculum for Wales guidance?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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**Please explain your answer.**

There is a clear relationship between the 'Enabling Pathways' guidance and the published Curriculum for Wales guidance. The overarching aims of the Curriculum for Wales guidance are appropriately articulated within the 'Enabling Pathways' document. The guidance reflects the values of the Curriculum for Wales whilst considering the specific settings which are leading learning towards progression step one. There is scope to strengthen this draft guidance with the addition of
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further information on the topics highlighted in the introduction to this response, as well as case studies from innovation or professional learning schools to support the understanding and implementation of best practice.

We feel that the purpose of the document is less clear when considering the proposed curriculum for funded non-maintained nursery settings. This is because a lot of the information included in Enabling Pathways is also included in the consultation document for the non-maintained curriculum. In addition, different terms are used, for example 'enabling adults' in Enabling Pathways and the 'role of the practitioner' in the non-maintained curriculum. We also noted that 'enabling environments' became 'effective environments' in the curriculum document. We feel that there should be consistency of language throughout curriculum documents.

**Question 3** – Does this draft guidance sufficiently address the issues facing practitioners working with learners in the period of learning leading to progression step 1 when planning, designing and delivering the curriculum and assessment for learners?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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**Please explain your answer.**

This guidance makes suitable reference to the issues faced by practitioners working with learners in the period of learning leading to progression step one. For example, the guidance acknowledges that learners will have differing rates of progress. We consider that there is potential for some confusion here in terms of non-maintained settings, primary schools and special schools. We are not sure that the document is clear enough in distinguishing between the needs of practitioners in different types of settings; for example, the ability to develop the environment will be different in non-maintained settings and special schools. Although the document highlights what good practice might look like for non-maintained settings and primary schools, it does not necessarily address the issues facing practitioners in other settings well enough.

**Question 4** – Does this guidance adequately support and help in planning, designing and implementing curriculum and assessment for learners in the period of learning leading to progression step 1?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not sure	<input type="checkbox"/>
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**Please explain your answer.**

This guidance generally provides adequate support and help in planning, designing, and implementing curriculum and assessment for those working towards progression step one. It demonstrates what enabling adults, environments and experiences should look like and will help practitioners and leaders reflect on what they offer when designing and implementing a curriculum. For example, the

sections on play and playful learning and being outdoors reinforce the importance of planning for these areas. However, this guidance is relevant for a wider range of learners than just those that are pre-progression step one. There could be a danger that practitioners will only see this being for children pre-progression step one.

As highlighted in question two, there seems a lack of consistency in the terminology used between documents, such as this guidance and the non-maintained curriculum document.

In considering the consultation document for the non-maintained curriculum and this consultation we feel that there is considerable duplication between documents. We appreciate that this document is for all learners pre-progression step one, but wonder if it should be included in Curriculum for Wales guidance documents as well as in the non-maintained curriculum document rather than appearing as a standalone document.

The guidance could be strengthened further with the addition of case studies to support the wider understanding of best practice. For example, the guidance could include specific examples from different settings, their constraints, and strengths and how they have applied principles from this guidance to create a new and meaningful curriculum for their setting or school.

**Question 5** – Which aspects, if any, of this guidance do you feel are most helpful and should be retained?

We consider many aspects of this guidance to be beneficial. In particular, the role of the three enablers - enabling adults, enabling experiences and enabling environments. The descriptions of the importance of each of these and their interplay is helpful for understanding the application of pedagogy before progression step one. It also helps teachers to understand the balance of activities, skills and opportunities that should be reflected in curriculum design and lesson planning.

**Question 6** – Are there any aspects of this guidance that you feel are too prescriptive?

Yes	<input type="checkbox"/>	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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**Please specify.**

While we welcome the emphasis on being outdoors for most learners in schools and non-maintained settings, we consider that the sentence 'It should be the main location where learning takes place' could be too prescriptive. For example, some learners, particularly those with underlying health conditions, may not be able to spend prolonged periods of time in an outdoor environment safely. This curriculum guidance is designed to make meaningful changes and improvements for all education settings in Wales and has the capacity to do so. It would be beneficial

to ensure all guidance provided motivates schools to feel this way about these changes.

**Question 7** – Are there any aspects of this guidance that you feel are not detailed enough?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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**Please explain your answer.**

The guidance is detailed in many areas, however, it could be strengthened by ensuring the addition of further detail in relation to the role of the enabling adult in developing independence for learners. For example, these adults could unintentionally hinder the development of independence by not allowing learners the opportunity to complete tasks themselves, make mistakes or take risks. There is currently limited reference to the impact that enabling adults have on the development of independence in section 3.1 of this guidance.

This guidance will apply to many learners with additional learning needs (ALN). It would strengthen understanding for those supporting learners with ALN to discuss the role of specialists or therapeutic input within 'enabling adults'. Strengthened understanding of the shared responsibility of all enabling adults could support the provision of holistic learning experiences.

This guidance also refers to the need for diversity and inclusivity, however, it could benefit from further detail of what this looks like in classrooms and settings in Wales today. Many communities in Wales have contrasting levels of diversity and this could impact on a provider's perception of what constitutes being diverse and inclusive.

**Question 8** – Would it be helpful for more detailed information on the development of cross-curricular skills for learners in this period of learning to be included in this guidance?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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**Please explain your answer.**

Any further guidance or case studies on the development of cross curricular skills would strengthen this guidance and support a more comprehensive understanding by teachers and leaders. This could improve future curriculum development and design. However, when we consider the consultation document on the non-maintained curriculum, we find that this detail has been included for non-maintained settings. This is very useful for practitioners in settings. It may be useful to incorporate this additional information into all curriculum guidance documents instead of in this standalone document.

**Question 9** – Is there any other information you think should be included in this guidance?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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**Please explain your answer.**

The guidance would be strengthened by including guidance relating to the challenges and issues facing practitioners in providers other than non-maintained settings and primary schools.

**Question 10** – We would like to know your views on the effects that the Enabling Pathways guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) 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**

We do not feel that the guidance places a strong enough emphasis on developing the Welsh language and does not outline how it supports and works towards realising Welsh Government's vision for Cymraeg 2050. Throughout the document there is limited reference to Welsh language and culture.

This guidance attempts to show how enabling adults and experiences can be used to promote Welsh language, culture and heritage in this period of learning.

The document does not consider well enough the different contexts of developing the Welsh language in all areas of Wales, for example the use of immersion techniques to develop the Welsh language skills of children from predominantly English-speaking homes. In general, we feel that the Welsh context of this document could be strengthened in many areas, such as when promoting the Welsh identity of children.

The document should also consider the provision of the Welsh language to meet the needs of all learners, particularly learners in special schools.

**Question 11** – Please also explain how you believe the Enabling Pathways guidance could be formulated or changed so as to have:

- i) 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
- ii) 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

Please see response to question 10.

**Question 12**– 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.

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: