



Draft Curriculum for Wales 2022

guidance: feedback

Introduction

We welcome your feedback on the draft Curriculum for Wales 2022 guidance.

The feedback period is open from 30 April and closes on 19 July 2019. We will review the feedback we have received and respond to the themes of the feedback following this time.

We will use this information to help us further refine draft Curriculum for Wales 2022 guidance ahead of making it available in January 2020.

There are both general and more detailed questions which you can feedback upon.

If you work in or support the delivery of education, you may wish to respond to more detailed questions around the new curriculum and assessment arrangements, and professional learning. These questions start broad and become more specific the further you progress.

We recommend you read the following before you respond:

- [A guide to Curriculum for Wales 2022](#)
- [The area\(s\) of learning and experience you want to feedback upon](#)
- [Assessment proposals to inform the development of statutory guidance](#)

If you complete this survey online you can save your feedback and return to complete it at any time. You will need to provide a name and email address for this purpose only. All published feedback will be kept anonymous. Keeping your personal information safe is important to us. Our website [privacy policy](#) explains how we use your information.

If you need assistance with this survey please e-mail
CurriculumForWales2022@gov.wales

General Data Protection Regulation (GDPR)

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

Your rights

Under the data protection legislation, you have the right:

- to be informed of the personal data held about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

<p>Data Protection Officer: Welsh Government Cathays Park Cardiff CF10 3NQ</p> <p>e-mail: Data.ProtectionOfficer@gov.wales</p>	<p>The contact details for the Information Commissioner's Office are: Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF</p> <p>Tel: 01625 545 745 or 0303 123 1113</p> <p>Website: https://ico.org.uk/</p>
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Audience

The following questions help us to understand your relationship to the draft Curriculum for Wales 2022 guidance.

Do you work in or support the delivery of education?

Yes	x	No	
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If yes, what is your organisation? (if no continue below)

Welsh-medium school (Primary)	Higher education institution	
Welsh-medium school (Secondary)	Diocesan authorities	
Welsh-medium school (Special)	Regional consortia	
English-medium school (Primary)	Local authority	
English-medium school (Secondary)	Private training provider	
English-medium school (Special)	Third sector	
Bilingual school (Primary)	Government	
Bilingual school (Secondary)	Adult community learning	
Welsh-medium middle school	Awarding organisation	
English-medium middle school	Teaching union	
Pupil referral unit (PRU)	Regulatory body (includes Inspectorate)	
Special school	Governing body	
Funded non-maintained setting	Other (please specify): Network of third and public-sector organisations	x
Further education college		

What is your primary role?

Headteacher	Chancellor/Vice-chancellor	
Teacher	Lecturer	
Practitioner	Pioneer	
Newly qualified teacher	Governor	
Teaching assistant	Challenge Advisor	
Senior leader	School improvement officer	
Supply teacher	Inspector	
Principal/Vice-principal	Other (please specify):	X

The **Wales Council for Outdoor Learning Cymru** is an all Wales network which acts as a voice for the outdoor learning and environment sector bringing together organisations that support and deliver high quality teaching and learning in the outdoor environment.

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+ (not a parent or carer)	Apprentice	
Child or young person (under 18)	Other (please specify):	
Student/academic		

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

Yes	x	No	
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If 'yes' please specify



The [Wales Council for Outdoor Learning](#) acts as a voice for the outdoor learning and environment sector bringing together organisations that support and deliver high quality teaching and learning in the outdoor environment.

The partnership shares good practice and influences policy development, highlighting the many benefits of outdoor learning and its contribution to the development of ethical and informed citizens of future generations.

Wales Council for Outdoor Learning helps to raise the profile of Out of Classroom Learning aiming to foster greater understanding and appreciation of its value and its vital contribution to education for sustainable development and global citizenship.

More information can be found at: www.walescouncilforoutdoorlearning.org/

Wales Council for Outdoor Learning welcomes the opportunity to comment on the draft Curriculum for Wales 2022 guidance and wishes to highlight:

- the importance of out of classroom learning and real-life experiences in nature for all ages and abilities supported by confident and competent teaching staff
- the essential role of environmental education, ESDGC, outdoor learning, adventure education and scientific literacy
- the importance of the sustainable management of our natural resources now and in the future and an understanding of what this means from a young age
- the need to embed the environmental learning and sustainable development in the widest sense throughout the curriculum

The ability to teach and learn in the natural environment significantly contributes to all 6 Areas of Learning and Experience, delivers against the Four Purposes of the Curriculum for Wales and provides the required ‘opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.’

Wales Council for Outdoor Learning is happy to work with the Curriculum Development team to ensure the required level of environmental awareness is present within the new framework and initial teacher training courses. The Network can provide advice and guidance on quality assured outdoor teaching and learning and provide training and support for teachers and education professionals.

For further clarification or information please contact the current chair:
Phil Stubbington – John Muir Trust – phil.stubington@johnmuirtrust.org

Section A – General questions

A1. To what extent do you agree that the [draft Curriculum for Wales 2022 guidance](#) will help children and young people to become:

- ambitious, capable learners
- healthy, confident individuals
- ethical, informed citizens
- enterprising, creative contributors?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	X			

Wales Council for Outdoor Learning recognises the great potential that the draft Curriculum for Wales has to help our learners achieve the Four Purposes.

The new curriculum embeds many outdoor learning skills, values and attitudes. However, the guidance is so flexible that it does not provide sufficient support and guidance to less knowledgeable and confident teachers. It may further compound current inconsistencies, poor teaching, attainment poverty and financial challenges.

We strongly agree that this more project-based curriculum, with improved support and guidance **can** deliver these ambitions and could be supported as follows:

Appropriate professional learning:

- Whilst it has been identified that there will be appropriate Professional Learning available, further time must be provided to phase in the introduction of the new curriculum. The suggested one additional INSET day is not sufficient and does not give teachers enough time to consolidate teaching practices outside the classroom as well as inside.
- Any additional funding provided will need to provide a flexible, fully funded ongoing programme that can fit different Professional Learning needs and engages with the outdoor learning sector as a whole, as the Curriculum for Wales moves forward. There are many third sector and public-sector organisations with charitable, core or statutory purposes to support education and learning.
- Leadership in schools will need to support teachers to find new ways of working and facilitate staff to have sufficient time to make changes to their practice. Head teachers need to recognise use of the outdoors for learning as a fundamental pedagogical approach, a space in which to learn and teach across the whole curriculum, not an add on to be dropped when funding becomes tight.
- **Wales Council for Outdoor Learning** would like to see a minimum requirement for every school to incorporate relevant CPD to promote well-being, embed good outdoor learning practice and ensure it is part of a whole school approach including innovative use of school grounds and surrounding local natural environments.

Access to environmental resources and experiences:

- **Wales Council for Outdoor Learning** welcomes the opportunities in the new curriculum to involve local, national and international experiences, individuals, resources and organisations.
- **Wales Council for Outdoor Learning** welcomes the many opportunities in the new curriculum for outdoor, adventure education and environmental learning using existing online resources, experts and experiences, but our members are still finding schools reluctant to take learners out of the classroom due to Health and Safety concerns, lack of confidence, time and staffing capacity and other pressures. Comprehensive guidance is available from the Outdoor Education Advisors Panel (OEAP) and via the recently launched [High Quality Outdoor Learning in Wales](#) document.
- **Wales Council for Outdoor Learning** recommends that schools are supported to engage in high quality out of classroom experiences including:
 - outdoor learning guidance to include managing groups outside,
 - myth busting to reduce the fear factor in taking classes outside,

- supply cover to plan and resource,
- training,
- sufficient time

Curriculum Content:

To help children and young people truly meet the four purposes and in particular to become ethical and informed citizens, **Wales Council for Outdoor Learning** would be able to support the development of:

- improved and expanded guidance on learning in the natural environment and its multiple benefits across the AoLE's (currently only referenced as separate outdoor learning guidance in the Health and Wellbeing AoLE). This should include detailed guidance on everything from getting the most out of the use of school grounds to adventure education, residential and field work.
- more explicit reference to the natural environment including biodiversity and ecosystem resilience and the inclusion of the sustainable management of natural resources (SMNR) within (ideally) the *what matters statement* and/or supportive narrative
- clarity around the existing Education for Sustainable Development (ESDGC) Framework which is only mentioned in one AoLE – is this to be reviewed and updated in line with the 2016 Environment Act and Wellbeing of Future Generations Act?
- the use of current language and terms when talking about the environment and sustainability, e.g. sustainable management of natural resources rather than “protection”

A2. Looking at the *what matters statements*, to what extent do you agree that these sum up the priorities for children and young people’s learning?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		x		

To capture the skills and knowledge learners require, considering the growing concerns around the state and use of our natural environment which they will have stewardship of during their adulthood, the *what matters statements* need to be more explicit.

Wales Council for Outdoor Learning would like to see an explicit reference to the natural environment and the sustainable management of our natural resources (to reflect current legislative language) in the *what matters statements*.

A3. Do you think the [draft Curriculum for Wales 2022 guidance](#) could be improved?

Yes	x	No	
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If yes, how do you think it could be improved?

Wales Council for Outdoor Learning believes the draft Curriculum for Wales 2022 guidance could be improved and would like to make the following points:

- There is a difference in lay out between the AoLE's so we would suggest that a standardisation process is completed, investigating a way to make the documents easier to navigate.

- Whilst understanding the positive move away from a prescriptive curriculum to the proposed framework, **Wales Council for Outdoor Learning** feels more detail and guidance is required to ensure **quality** outdoor learning experiences across Wales.
- Wales Council for Outdoor Learning** would like to see that, all 6 AoLE's have the level of detail provided in the Science and Technology AoLE, which is laid out clearly and provides better explanation of the skills and outcomes required whilst allowing flexibility about the topic used.

Outdoor Learning

- Wales Council for Outdoor Learning** would like to see, as a minimum, zero loss of any of the positives currently available in the Foundation Phase Framework, i.e. equal access to the indoors and outdoors.
- Members have concerns about the lack of quality environmental, outdoor learning guidance cutting across all the AoLE's. Currently there is only a small section with little detail in the Health and Wellbeing AoLE. Without this guidance, opportunities to increase physical activity, promote mental wellbeing and provide opportunities for attainment and assessment will be missed. Suitable and sufficient guidance needs to be created by working with strategic organisational partners and networks such as ourselves.
- Overarching guidance would explain the multiple benefits of the natural environment as a significant learning space. Outdoor learning at a professional level, should be portrayed as a pedagogy, the environment as a unique space in which to learn and teach in, not a subject or a timetabled activity.
- There are many delivery systems including residential stays, adventure education, recognised accredited provision, field work, environmental education and use of school grounds, local parks, protected landscapes, woodlands, beaches, museums, monuments and other cultural venues - all the places which can "provide rich experiences" for learners. A full list can be found in the [High Quality Outdoor Learning in Wales](#) document. These need to be highlighted and their benefits understood.

Specifically, within the **Health and Wellbeing** AoLE:

- Environmental, outdoor learning explicitly mentioned within the What Matters statements or following narratives.
- The guidance on page 17 could be exemplified and/or pulled out and expanded to form overarching guidance to support all 6 AoLE's. There is no mention of the benefits to attainment and it incorrectly implies learning outside only supports the understanding of emotions in adolescence. The newly launched [High Quality Outdoor Learning in Wales](#) document details 10 expected outcomes with a list of indicators of quality and effectiveness which would help expand and create meaningful and useful guidance.
- Throughout the first *what matters statement*, (page 20 onwards), there is no mention of the outdoors or the natural environment and its important role in supporting the development of, and lifelong benefits of physical health and mental wellbeing.
- Within the 'Links to other areas of learning and experience' section on page 26 and in subsequent *what matters statements* on pages 33, 40, 47 and 54, there is no acknowledgement that aspects of all six AoLE's can be taught in the natural environment bringing physical, mental wellbeing and attainment benefits across the curriculum.
- With reference to page 27 – Experiences, knowledge and skills, in the first section, outdoor learning is described as a 'thing' we suggest amending the third bullet point "outdoor learning to support physical health and well-being" to "**learning in the natural environment** to support physical health, well-being **and attainment** across the AoLE's.

It should be noted that the following three bullet points are all aspects of outdoor learning, a further example of the confused guidance within this AoLE.

- Within the following section 'Learners need to know' - and the subsequent *what matters statements* on pages 34, 48 and 55 there is no acknowledgement of the fact that time spent in the natural environment and an early establishment of a connection with nature helps establish positive adult behaviours, both in terms of outdoor recreational activity and pro-environmental behaviours. This early connection with nature helps knowledge become behaviour and significantly contributes to reaching the four purposes.
- A balanced approach to risk management needs to be included in this AoLE which learning in the outdoors can help develop. Risk is not just linked to digital/on-line scenarios. It has been reported that guided time spent in outdoor environments develops skills in risk-assessment, with learners actively engaged in the process of risk management, at the planning stage, whilst undertaking their activities and in debriefing and review.

Education for Sustainable Development and Global Citizenship (ESDGC)

Wales Council for Outdoor Learning is concerned that there is a lack of clarity on the role of the existing ESDCG Framework which is only mentioned in the Health and Well-being AoLE (p11) and not in any of the other AoLE's.

Overarching guidance will be required if this Framework is to be continued. If that is the case, it should be mentioned alongside the Literacy and Numeracy Framework and Digital Competency Framework in all 6 AoLE's.

Sustainable management of natural resources (SMNR)

The [Environment \(Wales\) Act](#) and the [Well-being of Future Generations \(Wales\) Act](#) bring together modern legislation for managing Wales' natural resources and improving the social, economic, environmental and cultural well-being of Wales. In light of the recent climate change and environment emergency declaration, an understanding and appreciation of the need for the [sustainable management of our natural resources](#) (SMNR) is essential now and in the future as our environment comes under increasing pressure from a growing population, which directly impacts climate change and the need for energy production. This contemporary language and concept needs to feature, at the very least in the Humanities and Science and Technology AoLE's.

A4. To what extent do the [assessment proposals](#) support settings and schools to identify a learner's strengths, achievements and areas for improvement so they can support a learner's progression by identifying next steps?

Extremely supportive	Very supportive	Moderately supportive	Slightly supportive	Not at all supportive
		x		

Anecdotal evidence shows teachers are nervous about the validity of assessment in the outdoors. **Wales Council for Outdoor Learning** would like to see validity and an equal weight regarding assessment undertaken in the outdoors so that teachers and education professionals can make sound judgements with regard to pro environmental values, behaviours, levels of connection to nature etc.

The newly launched [High Quality Outdoor Learning in Wales](#) document details 10 expected

outcomes with a list of indicators of quality and effectiveness which can help ensure meaningful assessment of both curriculum linked learning and wider skills.

Wales Council for Outdoor Learning recognises the need for teachers to be confident and experienced in such assessment and would welcome opportunities to discuss current CPD opportunities with the curriculum development team

A5. In relation to reporting to parents and carers, please tell us your views on:

- the role of the learner in contributing to the reporting process
- the role of the parent/carer in the reporting process
- the information you would want to include.

Wales Council for Outdoor Learning would like to see the inclusion of information on pro environmental behaviours, a connection with nature, knowledge and understanding of the sustainable management of the natural environment and benefits in terms of increased physical activity and mental well-being.

Section B – Detailed questions

B1. How helpful would you find the [draft Curriculum for Wales 2022 guidance](#) in developing a curriculum for your learners?

Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all
		x		

This question is not being answered as teachers but as organisations with charitable, core or statutory purposes to support education and learning. Many will use the draft Curriculum for Wales 2022 guidance to develop supporting resources, visits and experiences.

Wales Council for Outdoor Learning views the draft Curriculum for Wales 2022 guidance could be more helpful in terms of ensuring:

- developing the foundations for pro environmental behaviours leading to healthy adult lifestyles and sustainable behaviours.
- appropriate levels of environmental knowledge and the sustainable management of natural resources
- developing an understanding of the responsible use of the environment
- an understanding of the importance and benefits of an early connection to nature

There is a need for more comprehensive guidance around teaching, learning and assessment in the outdoors/natural environment across all 6 AoLE's.

The guidance for Science and Technology is the most helpful, laid out more clearly and provides detail of what is expected at each progression step and therefore more helpful in terms of developing a curriculum.

B2. How well do you think the [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to gain a broad range of learning experiences?

You may want to consider learning across the different disciplines and subjects which form part of an area of learning and experience.

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

Wales Council for Outdoor Learning would like to raise the following points:

- The term ‘broad’ is difficult to quality assure and assess.
- Teachers can sometimes focus on their own knowledge and interests to the detriment of other experiences. For example, a heavy reliance on Forest School or musical performances. To push past this, there needs to be definitive guidance on what range of experiences is expected, e.g. P27 Health and Well-being states, *‘learners need to experience...outdoor learning to support physical health and well-being.’* This has the potential to become a once a week “Mucky Monday” tick box exercise or a once a term lesson outside. Clear expectations are required to ensure best practice across the country and the best experiences for all learners.
- The quality of learning experiences will depend on the quality of the teaching and the resources available to each education setting.
- If our learners are to meet the four purposes, experiences must include significant amounts of learning in, learning about and learning for the natural environment to ensure an early connection with nature and an understanding of local action and global consequence. Research shows that there are important positive correlations between human health, intelligence and nature so teaching children in the natural environment can lay down valuable foundations for future experiences and subject knowledge.
- **Wales Council for Outdoor Learning** members report that many teachers still struggle with how to use the outdoors for learning and assessment. The Network would like to recommend that all ITE and child care/youth work courses encompass content and experiences in environmental outdoor learning, including basic field study skills and adventure education. All existing teaching staff should have the opportunity to enhance their outdoor teaching experience in order to realise opportunities within the Curriculum for Wales framework. We would like to see co-construction, and hence the sharing of resources, with non-commercial third and public-sector organisations that can help support CPD and the delivery of the four purposes.

B3. How well do you think [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to specialise from age 14 in a particular discipline or subject?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

Wales Council for Outdoor Learning wishes to raise the following points and questions in

relation to this question:

- It is not clear how progression steps at 4 and 5 weave/map into GCSE and A level topics, except in Humanities which abruptly mentions History and other currently recognised subject areas in progression step 5. How will post 16 and post 18 college and vocational based education map to the new curriculum?
- If according to question B2, all experiences have been ‘broad’ will this lead to difficulty when it comes to specialisation at a later stage?
- The Assessment Proposals document states if something is not on the curriculum it won’t be assessed. This will lead to difficulties if a specialism is not included.
- If there is no consistency of delivery or assessment it will be difficult for learners and teachers to move from school to school particularly if they have gone down a specialist route.

B4. The [draft Curriculum for Wales 2022 guidance](#) is intended to support practitioners and teachers to design a curriculum specific to children and young people. To what extent will practitioners and teachers have the flexibility and support to do this?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		X		

Wales Council for Outdoor Learning would like to raise the following points:

- There is almost too much flexibility within the draft guidance. Many statements are open to interpretation and unconscious bias. Some teachers will view it as an opportunity while others will be daunted and fall back on existing delivery methods and resources. Support will need to be ongoing and consistent across the country.
- The content and practical experiences within ITE, child care and youth work courses are critically important particularly around curriculum design.
- Members feel more time is required to get the right support in place. One extra INSET day is a start, but insufficient for the current workforce to build, trial, evaluate and rebuild a new curriculum bespoke to their learners and locality.
- **Wales Council for Outdoor Learning** and other stakeholders and partners need more time to analyse the *what matters statements* and devise new support resources. It is vital that the WG Education Department highlight those public-sector bodies, networks and organisations who can offer reputable and high-quality support, advice and guidance to ensure schools don’t settle for the easy option of buying expensive, generic, off the shelf materials.

B5. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports learners to develop skills in the cross-curricular responsibilities (literacy, numeracy and digital competence) and other cross-cutting themes (e.g. Welsh dimension and international perspective, wider skills, careers and work-related experiences, relationships and sexuality education)?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

Wales Council for Outdoor Learning would like to raise the following points:

- Network members are concerned about the lack of clarity around the role of the existing ESDGC Framework (see previous comment). Will this framework continue as overarching guidance? If this is the case, it must carry equal weight as a cross cutting responsibility alongside the Literacy and Numeracy Framework and Digital Competency Framework.
- There are opportunities to support learners to learn in the outdoors/ natural environment to develop skills in the cross-curricular responsibilities and other cross-cutting themes if provided with a competent, confident and knowledgeable teaching workforce.
- Members would like to see the sustainable management of natural resources embedded as a cross curricular responsibility.

B6. How could the *cross-curricular frameworks* ([National Literacy and Numeracy Framework](#) and [the Digital Competence Framework](#)) be refined to support the development of literacy, numeracy and digital competence across the new curriculum?

No comment

B7. How well do you think the guidance for each [area of learning and experience](#) will support children during the Foundation Phase years?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

Wales Council for Outdoor Learning would like to raise the following points:

- Members strongly recommend that there is no reduction in the positives currently available within the Foundation Phase Framework i.e. equal access to indoors and outdoors and is concerned about the overall quality of outdoor learning guidance. Whilst it is good to see separate guidance on P17 of the Health and Wellbeing AoLE, this needs to be overarching and highlight the opportunities and benefits across all 6 AoLE's.
- It should also be noted that during the roll out of the Foundation Phase, overarching guidance documents were issued on outdoor learning, later becoming the [Foundation Phase Outdoor Handbook](#) (2009). **Wales Council for Outdoor Learning** would like to offer its help and expertise in producing something similar to support all age groups and abilities within the Curriculum for Wales.
- **Wales Council for Outdoor Learning** would like to highlight the recently launched [High Quality Outdoor Learning in Wales](#) document that details 10 expected outcomes which all include a list of indicators of quality and effectiveness which would help expand and create meaningful and useful guidance for the Curriculum

for Wales.

B8. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports and enables learners to progress at an appropriate pace for their development within the area of learning and experience from ages 3 to 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
No comment				

B9. How well do you think the [draft Curriculum for Wales 2022 guidance](#) will provide a basis to help young people progress beyond the age of 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

Referring to question B3, there needs to be some clarity about how the Curriculum for Wales maps to existing post 16 qualifications to help young people with further study choice.

B10. Formative assessment should be given primacy in the new curriculum. How well do the [assessment proposals](#) promote this principle?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

Wales Council for Outdoor Learning members support the focus on formative assessment and holistic approaches that focus on the learner's individual progress rather than narrow testing.

B11. [The assessment proposals](#) propose a broader approach to moderation – *supporting professional dialogue regarding the nature of progression, the selection of appropriate learning and assessment activities, as well as ensuring a shared understanding of what achievement looks like in the context of the achievement outcomes.*

How would you envisage your setting /school putting this approach into practice? What further support do you think would be needed?

Wales Council for Outdoor Learning would like to raise the following points:

- Members recommend that assessment undertaken in the outdoors is given equal

validity and weighting alongside more traditional methods. Anecdotal evidence from our membership demonstrates that teachers are nervous about the validity of assessment in the outdoors. The newly launched [High Quality Outdoor Learning in Wales](#) document details 10 expected outcomes with accompanying lists of indicators of quality and effectiveness which can help ensure meaningful assessment of both curriculum linked learning and wider skills.

- Members recognise the need for sufficient and valid assessment to ensure good candidates for employment in green industries in the future.
- If the sustainable management of natural resources and the associated concepts and principals, are not incorporated explicitly in the AoLE's, understanding and knowledge cannot be ensured or assessed.

B12. What practical issues for settings and schools do we need to be mindful of if the [assessment proposals](#) are to be made a reality?

Wales Council for Outdoor Learning feels there will be a wide range of practical issues including:

1. The existing environmental knowledge, experience and expertise of teaching staff
2. Insufficient time
3. Differing levels of access to high quality learning spaces both indoors and outside, including use of local green space, parks, woodlands, etc.
4. Knowledge, skills and experience required to assess in these outdoor spaces
5. Planning quality outdoor learning spaces for new build schools.
6. Accessing funding for relevant training and CPD.
7. Time for teachers to locate high quality support from third and public-sector organisations

B13. What implications do you see from the [draft Curriculum for Wales 2022 guidance](#) for you and your colleagues' [professional development](#) needs in respect of the:

- impact on pedagogical practice
- implications of planning for a purpose-driven curriculum
- professional learning requirements linked to pedagogy
- developing in-school and cross-school collaboration
- specific areas of professional learning aligned to the areas of learning and experience
- opportunities for professional enquiry approaches support delivery of the new curriculum?

No comment

B14. What are the professional learning challenges and opportunities to enact the principles in the [assessment proposals](#)?

No comment

Section C – Specific: Areas of learning and experience

C1. If you would like to provide specific feedback relating to one or more specific areas of learning and experience, please make a selection and add your comments below.

Expressive Arts	Language, Literacy and Communication
Health and Well-being	Mathematics and Numeracy
Humanities	Science and Technology

Comments (if you choose more than one area of learning and experience please label each comment):

Wales Council for Outdoor Learning would like to draw your attention to previous comments regarding:

- Use of the outdoors for teaching, learning and assessment across all 6 AoLE's
- The role of the ESDGC Framework and its omission from 5 out of 6 AoLE's
- The use of the use of current language and terms when referring to the environment and sustainability, e.g. sustainable management of natural resources rather than just "protection"

C2. How well do the progression steps within the Mathematics and Numeracy Area of Learning and Experience articulate the proficiencies illustrated in the principles of progression?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
No comment				

C3. How well do the learning sections within the Languages, Literacy and Communication Area of Learning and Experience provide for learners to develop translanguaging skills?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
No comment				

C4. How well does the guidance within the Languages Literacy and Communication Area of Learning and Experience provide for the development of language acquisition and learning?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
No comment				

C5. How well does the Health and Well-being Area of Learning and Experience guidance support a whole-school approach to supporting health and well-being?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		
<p>Wales Council for Outdoor Learning welcome the many positive aspects within this AoLE but would like to highlight the following omissions:</p> <ul style="list-style-type: none">• Lack of detailed and comprehensive guidance on learning in the natural environment• Lack of information about the importance of surveying, developing, using and maintaining school grounds• Lack of the importance of linking knowledge with behaviours				

Is there anything else you would like to add or feedback on?

Wales Council for Outdoor Learning is supportive of the potential opportunities within the new curriculum. Members would be happy to offer help and support and work with the Curriculum team to ensure the required level of environmental awareness and skills to teach and assess in the natural environment are present to support our learners as they develop. Members can offer high quality accredited training opportunities, advice, guidance, resources and support as required.

For further clarification or information please contact the current chair:
Phil Stubbington – John Muir Trust – phil.stubington@johnmuirtrust.org

Return by 19 July 2019

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