

## Overview Questionnaire

This consultation contributes to the revision of the school curriculum in Wales currently being undertaken by DELLS (Qualifications and Curriculum Group), previously known as ACCAC.

Your views on the proposed revisions to the National Curriculum subject Orders are particularly important to us.

This **Overview questionnaire** asks for opinions on some of the **general** revisions being made to National Curriculum subject Orders. Separate questionnaires are available in respect of the individual National Curriculum subject Orders.

If you have any queries about how to complete the questionnaire, please contact Beaufort Research on 029 2037 8565.

If you have any queries on the content of the questionnaire, please contact Adrienne Rees, DELLS on 029 2037 5420.

Please return the questionnaire in the FREEPOST envelope provided or if you have misplaced the envelope, send to: **Curriculum Consultation, Beaufort Research, FREEPOST, Cardiff, CF10 1YS** by **30 March 2007**.

Alternatively you are welcome to fill in the questionnaire online by visiting [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

Under the Freedom of Information Act, any responses will be made available to the public on request, unless respondents indicate that they wish their responses to remain confidential.

Please tick this box if you wish your response to remain confidential ☐

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**Organisation** (please tick one box):

☐ Primary School

☐ Secondary School

☐ Special School

☐ College

☐ LEA

☐ Teachers' organisation

☐ ITET

☐ Other (please specify) \_\_\_\_\_

**Name** (Optional): \_\_\_\_\_

**Job title** (Optional): \_\_\_\_\_

**FOR EACH QUESTION, TICK ONE BOX ☒ ON EACH LINE THAT BEST MATCHES YOUR OPINION. IF YOU MARK THE WRONG BOX, FILL IN THE BOX ☐ AND ☒ THE CORRECT ONE**

**1. Including All Learners:** Text has been included in the Subject Orders to clarify the responsibilities on schools and the entitlement of all learners to access relevant skills, knowledge and understanding at an appropriate level.

**To what extent do you agree that this:**

Strongly Agree    Tend to Agree    Neither agree nor disagree    Tend to Disagree    Strongly Disagree

clarifies the responsibilities of schools towards learners?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

clarifies the curriculum entitlement of all learners?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

gives schools the flexibility to ensure their curriculum is appropriate for pupils with a range of additional educational needs?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

**Comments:**

**2. Developing Skills Across the Curriculum:** The common requirements have been revised to clarify each subject's contribution to developing skills across the curriculum.

**To what extent do you agree that the revisions will help to develop:**

Strongly Agree    Tend to Agree    Neither agree nor disagree    Tend to Disagree    Strongly Disagree

Thinking skills?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

Communication skills?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

ICT skills?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

Number skills?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

**Comments:**

**3. Curriculum Cymreig and Personal and Social Education Across the Curriculum:** The common requirements have been revised to clarify each subject's contribution to developing the Curriculum Cymreig and personal and social education across the curriculum.

**To what extent do you agree that the revisions will help to develop:**

the Curriculum Cymreig?

Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

personal and social education?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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**Comments:**

**4. Overview Statements:** The statements have been revised to reflect the importance of skills development and provide an overview of learning in the subject at each key stage.

**To what extent do you agree that:**

the revisions to the statements are helpful?

Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**5. Format of the Programmes of Study:** To aid skills development and identify the range of contexts, opportunities and activities through which these skills should be developed, the programmes of study in all subjects have been revised to follow a common structure of skills and range.

To what extent do you agree that this will:	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
help increase the focus on skills?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
help curriculum assessment and planning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**6. Content of the Programmes of Study:** The programmes of study have been revised to update and reduce content, where necessary, to ensure relevance to the twenty first century, to take account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and to support education for sustainable development and global citizenship.

To what extent do you agree that, taken together, the programmes of study:	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
are relevant to the twenty first century?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
are focused on learners?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
help prepare learners for citizenship, community life and employability within a bilingual Wales?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
support education for sustainable development and global citizenship?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**7a Attainment Targets:** To simplify the processes of making best-fit, end of key stage teacher assessment judgements, and reporting, the number of attainment targets in mathematics and science has been reduced to one.

<b>To what extent do you agree that:</b>	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
a single attainment target simplifies the processes of making end of key stage teacher assessment judgements and reporting?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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one attainment target is sufficient to report attainment in mathematics and science?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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**Comments:**

**7b Attainment Targets:** For English, Welsh, Welsh Second Language and Modern Foreign Languages there are three separate attainment targets - oracy, reading and writing.

<b>To what extent do you agree that:</b>	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
it is helpful to have three separate attainment targets to report pupil attainment in languages?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**8. Level Descriptions:** The level descriptions have been revised, where necessary, to clarify progression in skills relevant to each subject.

<b>To what extent do you agree that:</b>	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
the level descriptions help clarify progression in skills?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**9. National Curriculum Outcomes:** National Curriculum Outcomes have been written to recognise the attainment of pupils working below Level 1. There are three outcomes for each subject. These broadly correspond to the Foundation Phase Outcomes at Levels 1, 2 and 3.

<b>To what extent do you agree that these outcomes:</b>	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
are helpful in recognising attainment below Level 1?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**10. Key Stage 4:** The level of prescription in the Key Stage 4 programmes of study has been reduced to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

**To what extent do you agree that:**

the level of prescription has been reduced?

Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

**11. Progression from 3-19:** The National Curriculum subject Orders have been revised to support progression in pupils' learning.

**To what extent do you agree that the revisions will support progression in learning:**

from Foundation Phase into Key Stage 2?

Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

from Key Stage 2 into Key Stage 3?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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from Key Stage 3 into Key Stage 4 / 14-19 Learning Pathways?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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**Comments:**

**12. Timetable for Implementation:** It is proposed that the revised National Curriculum subject Orders will come into effect as detailed below:

<u>Date</u>	<u>Key Stage 2</u>	<u>Key Stage 3</u>	<u>Key Stage 4</u>
<b>September 2008</b>	Years 3, 4 and 5	Years 7 and 8	
<b>September 2009</b>	Year 6	Year 9	Year 10: English, Welsh, Welsh second language, Physical Education
<b>September 2010</b>			Year 10: Mathematics Year 11: English, Welsh, Welsh second language, Physical Education
<b>September 2011</b>			Year 11: Mathematics

**To what extent do you agree that this phased implementation:**

	Strongly Agree	Tend to Agree	Neither agree nor disagree	Tend to Disagree	Strongly Disagree
is manageable at Key Stage 2?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
is manageable at Key Stage 3?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
is manageable at Key Stage 4 ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Comments:**

Please attach separate sheets for any additional comments.

**THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.**



