

## Cynulliad Cenedlaethol Cymru | National Assembly for Wales

### Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

### Hynt y gwaith gan Lywodraeth Cymru wrth ddatblygu Cwricwlwm newydd Cymru | Welsh Government's progress in developing the new Curriculum for Wales

CR 04

Ymateb gan: Eystn  
Response from: Eystn

#### **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, offender learning, local government education services, work-based learning, and teacher education and training.

Estyn may provide 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.

## INTRODUCTION

The Welsh Government has embarked on an ambitious reform programme that has the potential to fundamentally alter the educational experience of learners in Wales. As part of the wider education reform programme, the development of curriculum reform signals Wales' commitment to create a modernised, innovative learning offer.

The vision for a transformational curriculum, set out by *Successful Futures*, is far-reaching. The Welsh Government has made good progress in meeting the ambitious and challenging design principles, working hard to ensure the teaching profession guides the reform programme through genuine co-construction.

As the independent inspectorate for education and training in Wales, Estyn has provided advice to the Welsh Government and other stakeholders to support the reform programme. We have provided a wide range of independent advice by:

- Publishing a number of thematic reports;
- Capturing innovative and interesting practice examples of how schools are preparing for the new curriculum;
- Having representation at every strategic and operational group by Estyn's senior team; and,
- Deploying inspector resource to directly support the development of the Areas of Learning and Experience, assessment discussions and development of the Digital Competence Framework and the Welsh language.

To support practitioners, Estyn has also produced a variety of resources and communication campaigns. Estyn has made changes to our inspection framework and approach to encourage creativity and innovation.

Estyn looks forward to providing a response to the Welsh Government's forthcoming consultation on the new curriculum but would welcome:

- Closer alignment between the arrangements for curriculum design, pedagogy, assessment practice and a new professional learning offer; and
- Greater engagement with and support for schools not part of the Pioneer School network to help them prepare for the new curriculum.

## CONSULTATION QUESTIONS

### **Progress towards producing a draft Curriculum for Wales in time for its publication by the Welsh Government for public feedback in April 2019;**

Based on recent progress, it is reasonable to expect the draft Curriculum in Wales to be available for feedback in April 2019. Recently, Estyn has offered considerable additional support for the development of the AOLEs to ensure that this is achievable.

### **The role of Pioneer Schools and any opportunities and challenges in their involvement in curriculum design**

The Welsh Government, supported by the Regional Consortia, has led a network of 'Pioneer Schools' from across Wales to develop this new curriculum. These schools have been involved in work relating to:

- Curriculum design and development;

- The design and development of the Digital Competency Framework;
- Professional learning for the future Education Workforce.

Given the scale and breadth of the reform, Estyn agrees that making the most of the network has been an innovative, complex and multi-faceted process<sup>1</sup>. While inevitable challenges remain, Estyn acknowledges the noteworthy progress achieved by the Pioneer Schools.

Most pioneer schools and their lead practitioners have grown into the roles and are contributing well to the development of the curriculum. The pioneer schools have benefited considerably from collaborating with one another, working through tricky issues, debating important matters and usually agreeing or compromising in the best interests of pupils.

Many pioneer schools have contributed over-and-above expectations, involving most or all staff members in the school, trialling different methodologies with pupils, sharing their practice and discussions on Hwb and bringing their findings back for discussion to share ideas. However, a very few pioneer schools have not been as committed and have not always attended meetings regularly.

Expectations and opportunities for pioneer schools to support partner schools and share their practice with other schools vary considerably from region to region. As a result, this element of their work needs to be strengthened. There are partner schools that know little about the work of the pioneer schools and are simply waiting until they are told to do something, rather than trying out new things now. This is sometimes the case for schools that think they are in the run-up to an inspection, despite Estyn's assurances that inspectors will look upon interesting and innovative practice favourably.

Therefore, Estyn would welcome further collaboration with Welsh Government, Regional Consortia and other partners to engage with other schools in preparing for the new curriculum.

### **The latest position regarding the work of the Working Groups which have been established for each of the six Areas of Learning and Experience (AoLE)**

There has been an increased momentum in recent months to secure the progress on the six Areas of Learning and Experience. In order to deliver the curriculum for feedback in April 2019, there is a need to ensure that there are clear expectations of what is required and the leadership and members of the groups remain focused on the tasks in hand.

Recently, the Areas of Learning and Experience have benefitted from the expertise of foundation phase and Additional Learning Needs (ALN) practitioners. However, there is still work to do to consider how the new curriculum will apply to those pupils in the early years or working towards Progression Step 1. Work is still needed to consider how the new curriculum will build on the key learning theories which are the basis of the foundation phase principles.

The Areas of Learning and Experience groups are meeting frequently this term (Autumn 2018). In the main, they have been modifying the 'What Matters' statements<sup>2</sup> in response to feedback from various groups and experts, and writing the achievement outcomes for each of the progression steps.

<sup>1</sup> Welsh Government (2017) *Formative Evaluation of the Pioneer Schools Model: Paper on Strand 1 and early Strand 2 activity*. [pdf] Available online at: <https://gov.wales/docs/caecd/research/2017/171130-formative-evaluation-pioneer-schools-model-strand-1-early-strand-2-activity-en.pdf> Accessed on: 19/11/2018

<sup>2</sup> Welsh Government (2018) *Curriculum Update – developments to May 2018*. [pdf] Available online at: <https://gov.wales/docs/dcells/publications/180620-curriculum-update-may-2018-en.pdf> Accessed on: 19/11/2018

## **The involvement of academic and other external expertise in informing curriculum design;**

The Welsh Government has involved a range of external and academic experts to help inform the development of curriculum reform. The scale of this work has sometimes challenged practitioners to make full sense of the breadth of research made available to them. However, they have engaged well in this process and have worked hard to ensure progress is evidence-based and research-informed.

Estyn has the statutory responsibility to provide independent advice to the Welsh Government on any matter connected to education and training in Wales. Estyn has welcomed the range of opportunities made available to us to support the development of the new curriculum.

While Estyn has remained an observer of decision-making, the breadth of our involvement in Welsh Government's reform programme recognises the value of independent, objective advice as the *"middle ground between policy and practice"* (p.28)<sup>3</sup>.

## **How the 'What Matters?' statements, published in December 2017, are evolving into the design of curriculum content in each of the six AoLEs;**

In the spirit of collaboration, curriculum design has been an iterative and evolving process. Therefore, the What Matters statements for each of the Areas of Learning and Experience have changed considerably since their original form in December 2017. Pioneer Schools have led these developments and the statements have evolved a number of times in response to input from wide a range of expert individuals and groups.

The discussion and debate around the What Matters statements has been an important part of the process for members of the Areas of Learning and Experience groups and their schools to develop an understanding of the important elements of the future curriculum. Some have embraced the opportunities to develop cross-discipline working more easily and more productively, while others have faced difficulties in moving beyond a subject and discipline-based approach and to think more holistically. This is the main reason that the What Matters statements vary in number between the Areas of Learning and Experience. Care must be taken to ensure that schools understand that the number of What Matters statements within an individual AOLE is not an indication of the value and nature of the AOLE, or the volume of curriculum time required.

Most groups now seem to have firmed up their statements. These form the starting point from which the achievement outcomes at each progression step and the required knowledge, skills and experiences are developing. However, it is important to acknowledge that change to the What Matters statements is likely to continue in response to external feedback, particularly in light of the forthcoming public consultation and to ensuring clarity and accessibility for the teaching profession.

## **Progress in defining achievement outcomes at the various progression steps within the new curriculum;**

Most Areas of Learning and Experience are now making good progress in defining the Achievement Outcomes at the five Progression Steps.

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<sup>3</sup> Donaldson, G. (2018). *A Learning Inspectorate: Independent Review of Estyn*. [pdf]. Available online at: <https://www.estyn.gov.wales/sites/default/files/documents/A%20Learning%20Inspectorate%20-%20en%20-%20June%202018.pdf> Accessed on: 26/11/2018

There has been considerable amount of healthy debate in most groups about what belongs in the Achievement Outcomes and what belongs to Knowledge, Skills and Experience. Concerns from Foundation Phase specialists highlighted that versions considered in the summer did not provide a strong enough steer towards Foundation Phase principles and pedagogy. However, the recommendations set out in *Successful Futures* are already predicated on good Foundation Phase practice. This means that teachers of pupils of all ages should be able to draw on a very broad range of teaching strategies, including those currently most associated with the Foundation Phase, to provide an engaging curriculum that meets the needs of their pupils.

*Successful Futures* recommended that the new curriculum should be fully inclusive. There is still a need to consider the achievement outcomes at Progression Step 1 in relation to those pupils with additional learning needs (ALN) and those in the foundation phase whose skills are below that expected for pupils at that age. Welsh Government has recently acknowledged this situation and has brought a group together to address this issue, but it will be important for this group to include ALN and foundation phase practitioners.

At Progression Step 5, there has been considerable discussion about the range of options that might be available to pupils, including opportunities for specialism. Estyn has welcomed this debate and the early involvement of Qualification Wales. Moving forward, Estyn would welcome further engagement in considering the range and availability of options for recognising and accrediting learning experiences as well as gaining qualifications so that the curriculum at Progression Step 5 reflects the whole range of pupils' experience.

### **How the development of the new Curriculum for Wales is aligning with the development of the new national professional learning offer for teachers;**

Estyn welcomes the Welsh Government's recent commitment<sup>4</sup> to develop a *National Approach to Professional Learning*<sup>5</sup>. This announcement recognises the crucial role professional development of our teaching workforce will play in securing curriculum transformation.

The new National Approach to Professional Learning sets out an ambitious, high-level framework for teachers' professional development and focuses on developing:

- Individual Professional Learning;
- Schools as Learning Organisations;
- A Professional Learning Blend;
- Collaborative Networks;
- Professional Teaching and Leadership Standards;
- Pedagogy for Professional Learning;
- The Professional Learning Offer; and,
- Accreditation/Recognition.

As mentioned earlier, there is a need to ensure that the Professional Learning model is anchored firmly to the development of the Curriculum for Wales.

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<sup>4</sup> National Assembly for Wales (2018) *Statement by the Cabinet Secretary for Education: Valuing our Teachers – Investing in their Excellence*. [html] Available online at: <http://record.assembly.wales/Plenary/5363#A46717> Accessed on: 20/11/2018

<sup>5</sup> Welsh Government (2018) *National Approach to Professional Learning* [pdf] Available online at: [https://beta.gov.wales/sites/default/files/publications/2018-11/national-approach-to-professional-learning-napl-model-a4\\_1.pdf](https://beta.gov.wales/sites/default/files/publications/2018-11/national-approach-to-professional-learning-napl-model-a4_1.pdf) Accessed on: 19/11/2018

As with other aspects of the reform programme, the principle of collaboration applies to developing this new national approach. Pioneer schools have already explored some aspects of the new model at recent national events, enquiries and collaborative networks.

Estyn recognises that this work is still developing. However, the Welsh Government could consider intensifying efforts to secure strategic stakeholder involvement in developing the new national approach. An arrangement equivalent to the Curriculum and Assessment Group could offer advice and provide feedback to support the implementation of the model.

As this work develops, Estyn would welcome similar arrangements to those in place for the Areas of Learning and Experience Groups to facilitate regular engagement with the Professional Learning pioneer schools and enable a detailed focus being given to:

- Securing clarity - ensuring the national approach is clearly understood and 'workforce accessible';
- Ensuring that professional learning underpins the professional values, attitudes, beliefs and behaviours expected of our teaching workforce; and,
- Upskilling the workforce in pedagogy and curriculum design at the school or classroom level.

### **Communication with schools and teachers of the curriculum development work being undertaken and the engagement of all schools (not only Pioneer Schools);**

The Welsh Government are using a number of different mechanisms to promote general awareness and communication about the curriculum reform programme, including; the Dysg newsletter, Curriculum for Wales blogposts, podcasts and social media outlets. Alongside the Regional Consortia's national network of challenge advisors, Pioneer Schools also play an important role in disseminating information and updates. As each Regional Consortium collects its own information about how well schools are engaging with curriculum reform, the impact of communication activities across Wales remains unclear. Evidence gathered for our Curriculum Innovation report<sup>6</sup> suggests that primary schools are engaging more readily than secondary schools.

### **Effectiveness of the governance arrangements, role of the Independent Advisory Group and Change Board, and involvement of the Education Reform Strategic Stakeholder Group;**

Estyn is represented on the Change Board and the Education Reform Strategic Stakeholder group.

Welsh Government are providing many stakeholders with an opportunity to engage with the education reform programme. A range of stakeholders engage in termly strategic stakeholder group meetings and contribute to developments.

Estyn is represented on the Education Reform Change Board, contributing to decision-making across the four enabling objectives of Education in Wales; our national mission. Change Board includes all key stakeholders from the middle tier who are ideally placed to provide feedback and inform decision-making. Members review regular updates from Welsh Government senior officers on key strands of the reform and consider the key risks associated with the ambitious programme of reform. The effectiveness of the governance

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<sup>6</sup> Estyn (2018) *Curriculum innovation in primary schools*. [.pdf] Available online at: <https://www.estyn.gov.wales/sites/default/files/documents/Curriculum%20innovation%20in%20primary%20schools%20-%20en.pdf> Accessed on: 21/11/2018

arrangements have been subject to external scrutiny and audit and the recommendations from these several reports have resulted in arrangements evolving and improving.

**The preparedness of schools and teachers for delivering the new curriculum and to what extent some of the concepts of Professor Donaldson's Successful Futures review are being tested and carried out already;**

Estyn's thematic report on *Curriculum innovation in primary schools* (May 2018) highlighted emerging interesting practice in curriculum development. It focused on how primary schools are beginning to address some of the concepts in the *Successful Futures* review, with case studies from primary schools. Estyn held four conferences across Wales in May 2018 where primary schools and Regional Consortia staff were invited to hear the key findings from the report and interesting practice developed by selected primary schools. Estyn is about to begin fieldwork for a similar thematic report for secondary schools.

It is difficult to determine nationally the level of non-pioneer schools' preparedness for designing their new curriculum. However, the Regional Consortia have raised awareness and have helped schools to start thinking about the new curriculum by:

- Sharing various versions of a 'Readiness profile' to help them understand where they are on a continuum of preparedness<sup>7</sup>;
- Providing change management training sessions to senior leaders; and
- Providing grants to develop collaborative network and encourage school-to-school learning.

Our inspection and other work suggests that a few primary and secondary schools have started to embed the concepts of *Successful Futures* across many areas of their curriculum. Overall, a minority of secondary schools and around half of primary schools are beginning to trial a few new ways of working, in line with the recommendations in *Successful Futures*. In order to support more schools to prepare for the new curriculum, pedagogy and assessment arrangements, it would be helpful if the professional learning offer was now tailored more towards meeting the needs of and addressing the different starting points of individual providers. This would support schools, whatever their state of readiness, to start to prepare for the creation of a new curriculum.

**The role of the Curriculum and Assessment Group in ensuring the development of the curriculum is on track and the outcome of its 'checkpoint' meeting of 5 - 6 November 2018 to review progress;**

The Curriculum and Assessment Group comprises professionals with expertise and experience in curriculum development and assessment. The Curriculum and Assessment Group serves as a useful reference point to support developments – providing advice and guidance to the Welsh Government and Pioneer Schools – rather than having a role in keeping the project 'on track'. Throughout the process, the Curriculum and Assessment Group has recognised 'workforce ownership' and remained committed to the principle of co-construction. Acting in this spirit, the Curriculum and Assessment Group issues information, advice and guidance in a non-prescriptive manner.

While the Curriculum and Assessment Group has no decision-making power, it has played an important and useful role in securing progress. For example, while *Successful Futures*

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<sup>7</sup> Central South Consortium (2018) *Curriculum for Wales – Readiness Tool*. [xls] Available online at: <https://www.cscjes-cronfa.co.uk/api/storage/343d86fe-c071-4cb4-8562-7ee67ab2a163/5ReadinessToolJan2018.xlsx> Accessed on: 21/11/2018

provided clear guidance on curriculum and assessment principles, further work was needed to conceptualise these in a way that was fit for practice. The Curriculum and Assessment Group suggested a framework and an approach that later became known as the 'What Matters' statements. This progress built on previous work carried out by Professor Wynne Harlen setting out the 'big ideas' of science education<sup>8</sup>.

It would be helpful for the Curriculum and Assessment Group to continue to be involved in the next stages of the curriculum reform process as its members have considerable expertise and experience to share in curriculum and assessment development. Their advice and guidance would be invaluable to the Welsh Government during the next period of curriculum development and enactment.

### **Progress in developing new assessment arrangements;**

The Curriculum and Assessment Group provided helpful and supportive advice and guidance to the groups responsible for developing the Areas of Learning and Experience and developing the Achievement Outcomes within the Progression Steps. However, progress in developing assessment theory and practice and their relationship to pedagogy was paused at the end of Strand 1.

It remains unclear how the Welsh Government will take forward important recommendations issued by the 'Assessment and Progression' Group during Strand 1. For example:

*“Training for serving teachers in formative assessment should be developed across Wales as a priority. This training should be consistent and supported across all consortia”* (p.17)<sup>9</sup>

and

*“Training for leaders and managers in relation to their role in promoting formative assessment within their schools should be prioritised and provided across Wales”* (p.17)<sup>10</sup>.

The Welsh Government have recently restarted work to progress the development of assessment practices relating to the new curriculum. They have convened a new assessment group made of pioneers from each the Areas of Learning and Experience, the four regional consortia, Estyn and Qualification Wales. This group has been tasked with developing new guidance to accompany the first curriculum release in April 2019, although there appears to be no clear role for Curriculum and Assessment Group in this. While Welsh Government have arranged for a member of the Curriculum and Assessment Group, Dame Professor Alison Peacock, to talk to the assessment pioneer group, it would be helpful for Welsh Government to consider how the Curriculum and Assessment Group's expertise and experience can continue to inform their element of the work.

In general, Estyn would welcome closer alignment between different existing working groups to develop a common understanding of the links between assessment, curriculum and

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<sup>8</sup> Harlen, W. et al (2010) *Principles and big ideas of science education*. [pdf] Available online at: <https://www.aiaa.org.uk/content/uploads/2010/06/Big-ideas-pdf.pdf> Accessed on: 20/11/2018

<sup>9</sup> Welsh Government - Assessment and Progression Working Group (2017) *Strand 1 – January Interim Report: Assessment and Progression Working Group – interim report*. [pdf] Available online at: <https://s3-eu-west-1.amazonaws.com/csc-live-thingi-storage/15/4a/e4/d0/9cf94f5ca4fb750c15509927/Strand%201%20-%20Assessment%20and%20Progression.pdf> Accessed on: 19/11/2018

<sup>10</sup> *ibid* (2017)



pedagogy. While it is important that pioneers develop the curriculum and its progression steps, there needs to be a stronger understanding of the research evidence on effective assessment practices to accompany this.

**The steps being taken to ensure that the new Curriculum for Wales complements other Welsh Government priorities, including (but not restricted to) Cymraeg 2050;**

Estyn welcomed the Welsh Government's commitment to increase the number of Welsh speakers to a million by the year 2050<sup>11</sup>. The vision laid down in *Successful Futures* supports this commitment and a new school curriculum will play a vital role in promoting and celebrating learners' Welsh language, heritage and culture (Article 30 of the UNCRC).

In terms of securing the Welsh language in the new curriculum, the main aspects of debate have centred on the development of a Welsh language continuum<sup>12</sup> - considering what this may look like in schools and how it could be practically implemented. Progress in learning Welsh is related to the language medium of the school (i.e. Welsh medium, English medium, bilingual). In practice, it is more difficult for pupils in English medium schools to make as much progress in developing their Welsh language skills as those in Welsh medium schools. It has therefore been challenging for the Progression Steps and Achievement Outcomes to reconcile these differential rates of progress in language acquisition in the development of one continuum and one progression framework for languages in Wales.

Language learning does not happen in the same way, irrespective of age and the experience of learning other languages. From a modern foreign language (MFL) or international languages perspective, emphasis should be given to the development of the receptive skills, listening and reading in the early Progression Steps. The development of these skills are a pre-requisite to speaking any language. Without this, it is likely that less confident teachers will put more stress on writing element of language development (which is an issue in current MFL teaching). It is difficult to differentiate progress for learners of an additional language (Welsh or otherwise) between Progression Steps 4 and 5. Estyn would welcome further attention being given to this.

Estyn inspectors have supported the Languages, Literacy and Communication Area of Learning and Experience group as they work on preparing differentiated outcomes for the achievement outcomes and knowledge, skills and experiences needed for the different language streams. The Languages, Literacy and Communication Area of Learning and Experience group has considered several models, including the Common European Framework of Reference (CEFR) for Languages model<sup>13</sup> to develop expectations for international languages. To support progress in this area of work, Estyn inspectors have prepared discussion papers for the group to consider. While contributions from group members of the Language, Literacy and Communication Area of Learning and Experience are valuable, there are some challenges in balancing specialist and non-specialist contributions relating to the development of the Welsh language.

More work is needed to ensure that these developments are evidence-based and research-informed and Estyn looks forward to continue to contribute to this discussion.

Welsh Government has taken steps to address the actions noted against the enabling objectives, set out in *Education in Wales: Our national mission*. Many of these actions

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<sup>11</sup> Welsh Government (2017) *Cymraeg 2050: A million Welsh speakers*. [.pdf] Available online at: <https://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf> Accessed on: 20/11/2018.

<sup>12</sup> *ibid* (2017).

<sup>13</sup> Council of Europe (2001). *Common European Framework for Reference for Languages: Learning, teaching, assessment*. [.pdf] Available online at: <https://rm.coe.int/1680459f97> Accessed on: 16/11/2018

complement the new curriculum. For example, consideration of the new curriculum for Wales has been part of the accreditation criteria for strengthening initial teacher education (objective 1). The new curriculum for Wales places paramount importance on effective pedagogy which complements enabling objective 1: developing a high quality education profession. This emphasis is welcomed. However, from inspection evidence, we know that teaching is one of the weakest aspects and we would welcome a greater alignment between professional learning and curriculum reform.

There has been good progress in establishing the National Academy for Educational Leadership, although it is too early to comment on the impact this organisation and the creation of new leadership programmes will have on curriculum reform/for Wales (objective 2). The creation/design of the new Curriculum for Wales has placed a greater emphasis on working with partners and a stronger focus on equity and learner wellbeing (objective 3). Removing the requirement to report at a national level for teacher assessment has removed some of the perceived barriers around accountability (objective 4). This gives the opportunity for schools to focus on high quality learner experiences.

**Any other issue stakeholders wish to draw to the Committee's attention.**

### **Digital Competence Framework**

*Successful Futures* recognised the importance of education in supporting children to interact with dynamic digital environments and to navigate their way through a rapidly changing virtual world<sup>14</sup>. New technologies play an increasingly important and vital role in our everyday lives; reshaping how we learn, how we access and gain new information, how we interact with one another and how we engage with the world of work<sup>15</sup>. Digital technologies are already having a profound impact on how we support learners to learn and unlock new possibilities that benefit the learning experience. While these technologies offer many benefits to children, they do not come without risk<sup>16</sup>.

Therefore, Estyn welcomed the Welsh Government's early commitment to develop a Digital Competence Framework<sup>17</sup> as part of the curriculum reform programme. This was the first element of the new curriculum to be made available to schools and was designed to help teachers incorporate skills into the curriculum that will help all our learners thrive in an increasingly digital world.

Although the Welsh Government updated its guidance in June 2018<sup>18</sup>, our recent thematic report found that school leaders are unclear about when they need to implement the Digital Competence Framework. In the report we recommend the need to :

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<sup>14</sup> Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. [pdf] Available online: <https://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf> Accessed on: 19/11/2018

<sup>15</sup> Young Foundation (2010) *Plugged in, untapped: Using digital technologies to help young people learn to lead*. [pdf] Available online at: <https://youngfoundation.org/wp-content/uploads/2012/10/Plugged-in-untapped-September-2010.pdf> Accessed on: 21/11/2018

<sup>16</sup> Lievens, Eva and Livingstone, Sonia and McLaughlin, Sharon and O'Neill, Brian and Verdoodt, Valerie (2017) *Children's rights and digital technologies*. In: Liefwaard, Ton and Kilkelly, Ursula, (eds.) *International Human Rights of Children*. Springer International: Switzerland.

<sup>17</sup> Welsh Government (2018) *Digital Competence Framework*. [xls] Available online at: <http://learning.gov.wales/docs/learningwales/publications/181105-digital-competence-framework-en.xlsx> Accessed on: 21/11/2018

<sup>18</sup> Welsh Government (2018) *Digital Competence Framework guidance: Update – June 2018*. [pdf] Available online at: <http://learning.gov.wales/docs/learningwales/publications/180620-dcf-guidance-2018-en.pdf> Accessed on: 21/11/2018

*“Communicate clearly to schools the expectations for embedding the DCF, including timescales.*

*Ensure that initial teacher education courses provide new teachers with the necessary skills to realise the DCF successfully.*

*Improve the audit tool so that it better meets the needs of schools in assessing teachers’ confidence to deliver the DCF” (p.5)<sup>19</sup>.*

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<sup>19</sup> Estyn (2018) *Preparing for the Digital Competence Framework (DCF)*. Available online at: <https://www.estyn.gov.wales/sites/default/files/documents/Preparing%20for%20the%20DCF%20eng.pdf> Accessed on: 21/11/2018