

## **Additional information from NASUWT**

Thank you for the opportunity to provide supplementary evidence to the Children, Young People and Education Committee. I would respond in the order of the bullet points received:

### **What the NASUWT would view as a realistic timescale for the commencement and implementation of the Curriculum Bill and its provisions.**

At present the entire educational establishment is focussed upon providing the best educational provision that it can in incredibly difficult circumstances. This was meant to be the year when schools developed the new curriculum supported by Estyn and the Consortia. That is not happening. To continue with the timetable for implementation is to pretend that nothing is going on in schools at the moment which is an insult to education workers who are struggling to provide a meaningful education during a health crisis. A realistic timescale would be to wait until the crisis is over. That would be when schools can operate as normal without fear of the virus. When that time comes the timetable can be restarted with the aim of giving one full academic year for preparation for delivery.

### **Will teachers need training or support to ensure their teaching and delivery of RVE is pluralistic, critical and objective?**

Yes, of course. This will be new to a lot of teachers. We know that professional development has generally been very patchy; RVE will be no different, and perhaps worse. There isn't an outcome to the consultation on this yet, only an analysis of the responses. There is the issue of plurality of curriculum in schools of a religious character, which therefore has not been resolved.

### **What particular challenges and opportunities might there be in English-medium schools of working on a single learning continuum for Welsh?**

The NASUWT is concerned that this will practically require individual learning plans for each pupil. There are massive workload implications here. We have expressed concerns before about the narrowing of the curriculum caused by the compulsory nature of some subjects at KS4 and beyond. Some of our members have raised concerns with having to teach pupils who would prefer to be focusing on other subjects and the discipline issues that this can cause. Many have raised the impact of curriculum design on MFL.

Best Wishes,

Neil Butler  
NASUWT National Official Wales.