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## Successful Futures:

Independent Review of Curriculum and Assessment Arrangements in Wales

## A report on responses to the Great Debate

A report for the Welsh Government

June 2015

This report was completed by Wavehill Ltd on behalf of the Welsh Government.

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## Summary

*Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*, published in February 2015, presented a comprehensive review of curriculum and assessment arrangements in Wales. Drawing on the views, concerns and aspirations of people from across Wales and beyond, the Review sought to communicate a vision of the future for education from the Foundation Phase to Key Stage Four. It made a number of practical recommendations outlining how this vision could be achieved in practice.

With wide-ranging implications for teaching, learning and assessment, the Welsh Government were keen to find out if people recognise and value the principles and recommendations set out in *Successful Futures*. Launched in March of this year, the Welsh Government initiated the Great Debate in order to provide a forum for discussion. Those with an interest in education, including parents, teachers, school leaders, businesses and the broader community, were all invited to contribute their thoughts and ideas.

The first phase of the Great Debate was open to the general public, and promoted widely. Through a combination of roadshows, workshops, a webinar, and an online survey, people were asked whether they agreed with the overall emphasis and direction the Review had taken. Closing on May 8<sup>th</sup>, the first phase received 639 responses from a broad range of people and organisations.

Figure 1: Number of Responses by Stakeholder Group:

Respondent	Frequency
Parent/carer	135
Learner	8
Welsh-medium School (Primary)	29
Welsh-medium School (Secondary)	10
English-medium School (Primary)	216
English-medium School (Secondary)	43
English-medium School (Special)	7
Governing Body	6
Governor	10
Regional Consortium	12
Teaching Union	6
Local Authority	16
Diocesan Authority	1
Further Education College	5
Higher Education Institution	7
Private Training Provider	5
Business	15
Other Interested Groups	65
Welsh Government role	12
Gave no answer	31
<b>Total</b>	<b>639</b>

This report summarises the responses from the first phase of the Great Debate. It presents an analysis of the nature, composition and extent of respondents' views towards the recommendations. The findings have been fed back to the Welsh Government in order that they may consider and incorporate the views of respondents into the continued development of the proposals.

For an outline on how the Great Debate was conducted, who responded, and the way in which responses were analysed and reported, please see Chapter 2 on page 15.

### **Key Messages from Respondents**

The majority of respondents welcomed the overall emphasis and direction of the recommendations set out in *Successful Futures*. Respondents recognised and valued the purposes of education set out in the Review, which many thought provided a firm basis upon which to think about the curriculum. On the whole, respondents were supportive of the substantive content of the recommendations around curriculum and assessment arrangements.

This agreement stemmed from, in part, the perceived limitations of the current curriculum and assessment arrangements, which respondents believe to be in need of reform. The current curriculum was seen by many to be content driven and over-crowded, and the purpose of assessment largely motivated by accountability, rather than for learning.

Across a number of recommendations, respondents sought clarification regarding the precise details of how the new curriculum and assessment arrangements would be implemented in practice. There was concern around the balance between subject knowledge and competencies contained within the proposals, and how the new curriculum would link to national assessments, such as GCSEs.

To be effectively implemented, respondents felt that the new curriculum would require careful consideration, consultation and planning, as well as sufficient time, resources and support.

# 1. Main findings

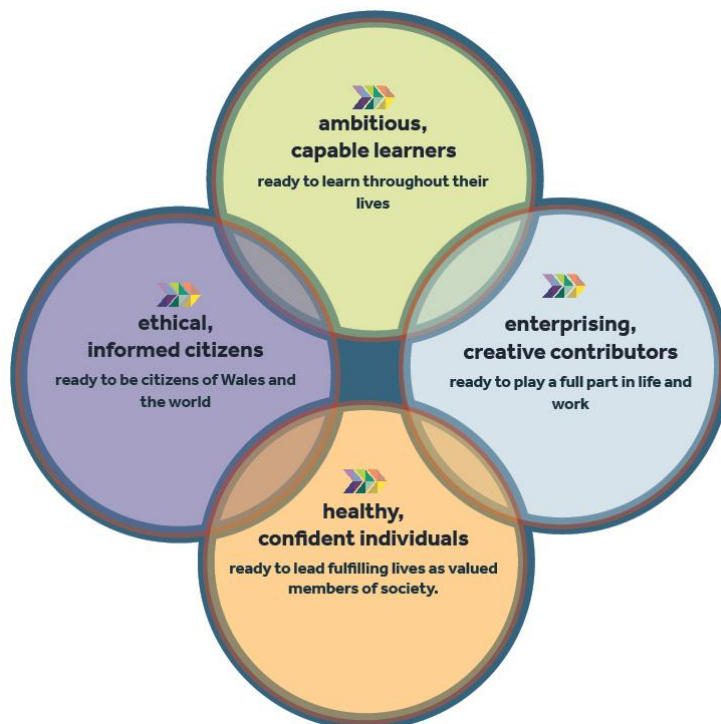
The Great Debate received a large number of responses, highlighting the strength of feeling and the importance people place on education in Wales. The Debate generated contributions from across the education community and beyond. Respondents were asked a number of questions that explored their views towards the recommendations set out in *Successful Futures*. Here, the report presents a summary of responses towards each of the substantive areas addressed in the Review, including:

- The purposes of the new curriculum
- The structure of the new curriculum
- The pedagogy of the new curriculum, and
- The assessment process.

## 1.1 The purposes of the new curriculum

### *Summary of Recommendations*

As a starting point, the Review set out to define what the aims and purposes of education should be. A clear set of guiding principles could form the basis of future educational reform, guiding decisions concerning the composition and delivery of the curriculum, as well as assessment. In conclusion, the Review recommended that the purpose of education should be to support all children and young people to become:



For more information, see pages 29 and 30 of *Successful Futures*.

## **Summary of Responses**

There was very strong support from the majority of respondents for the four central purposes outlined in *Successful Futures*. Respondents welcomed the holistic approach to education the purposes contain.

*'We support having purpose at the HEART of curriculum development, structure, assessment and reporting system. These four purposes reflect the ideas that teachers/schools generally had and the ideas of parents. They contain a good balance and appear to include all aspects we would hope to see.'*

Parents and Teachers, Workshop Response 48

Support for the purposes stemmed, in part, from the perceived limitations of the current curriculum. Respondents suggested that the purposes place greater emphasis and focus on aspects of education that they felt were important, but were lacking under current arrangements. This was particularly evident around the inclusion of healthy, confident individuals:

*'We are pleased that the four purposes of education outlined in the report highlights the need to ensure that the education process produces healthy and confident individuals and recognises the importance of physical activity in achieving this goal.'*

Organisation, Response 3947836629

*'We also therefore strongly welcome the Review's recognition and emphasis on 'well-being' as a fundamental part of the jigsaw of a child's holistic education and we agree with the need to amend the curriculum to better represent this.'*

Organisation, Email Response 20

When asked if these purposes provide the right basis for the future development of the curriculum, the majority of respondents agreed. Amongst education professionals, the general perception of the purposes was that:

*'this is, unarguably, what all teachers should be aiming to engender in the youngsters they teach.'*

Teacher, Response 3844360168

This sentiment was also reflected by school governors:

*'[We] agree that the curriculum needs improving to meet the future needs of our students. The recommendations are innovative, progressive and appear to be based on sound research and educational principles.'*

School Governors, Response 3950691943

Whilst there was overwhelming support, some respondents raised concerns around how the principles would be implemented in practice. A small number of respondents, for example, suggested that without significant reform, particularly around assessment arrangements, the overall sentiment of the purposes may be undermined in practice:

*'At first glance these sound interesting however pressure for children to attain conflicts with healthy, confident individuals as it is becoming evident that anxiety of pupils is increasing.'*

Teacher, Response 3858649435

It was clear from respondents' contributions to the debate, that people interpreted the purposes in different ways. A small number of respondents, for example, thought that the purposes did not place enough emphasis on certain areas, such as the promotion of children's spirituality.

*'They sound good but it's all about the detail and how they will actually be taught and implemented by teachers... Because the statements are general they are open to a range of interpretations and variations in practice. This can be positive but it can also be negative.'*

Education Advisor, Response 3949942088

The broad perception of the majority of respondents however – even amongst those that expressed concerns – was that the purposes provide a useful basis from which to think about the future structure and delivery of the curriculum.

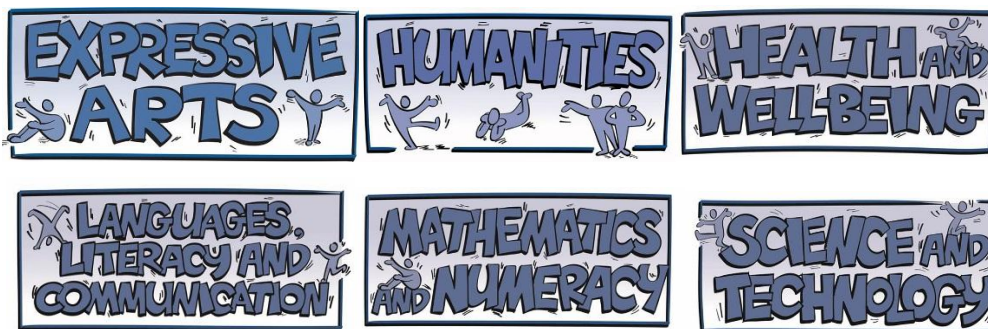
## **1.2 The structure of the new curriculum**

### ***Summary of Recommendations***

In thinking about how to promote and achieve the purposes of education through the design of the curriculum, the Review recommended the development of a single structure



that informs teaching and learning from the ages of 3 to 16. The Review suggested that there should be six Areas of Learning and Experience:



The Review also highlighted three cross-curricular responsibilities that provide a solid foundation for learning, including literacy, numeracy and digital competence. Opportunities to develop these competencies should be embedded right across the six Areas of Learning and Experience.



Alongside the three cross-curricular competencies, the Review outlined four 'wider skills' that should be embedded within the six Areas of Learning and Experience. These are:

- Critical thinking and problem solving
- Planning and organising
- Creativity and innovation
- Personal effectiveness

The Review also put forward suggestions concerning how children and young people should progress through the curriculum, and at what pace. In order to provide coherence throughout a child's education, for example, the Review recommended that the curriculum should be organised as a continuum of learning from age 3 to 16, without phases or key stages. The Review proposed replacing them with progression steps, each supported by a range of achievement outcomes.

For more information, see pages 38 to 56 of *Successful Futures*.

## **Summary of Responses**

The majority of respondents broadly welcomed the proposals. There was widespread support for the role of literacy, numeracy and digital competence within the curriculum, and the emphasis on providing opportunities to develop these across Areas of Learning and Experience:

*'It makes absolute sense! All learning should be cross curricular, this way children can practice their new skills and embed them. Teaching skills in isolation is unrealistic, life is cross curricular!'*

Teacher, Response 3853490054

This strength of feeling stemmed, in part, from the widely held perception that the National Curriculum no longer reflects the world in which children and young people live. This was especially true with regard to digital competency, which many felt was lacking under the current arrangements. The existing curriculum was also perceived by some to be overcrowded and content driven. Respondents recognised the need to streamline content, establish more cross-curricular links, and to ensure that content is interesting, engaging and relevant.

Teachers often reported that the proposed Areas of Learning and Experience would allow for more focussed and coherent teaching and learning, whilst also ensuring that the curriculum is more readily deliverable. Respondents perceived the proposals as having the potential to overcome the restrictive nature of the current curriculum, whilst allowing for greater creativity and ownership over the teaching process:

*'As practitioners, it would help alleviate a curriculum that at the moment seems 'a mile wide and an inch deep'. A focus on delivering quality rather than quantity through merging areas together appears to be a good way forward.'*

Teacher, Response 3856104164

Further, teachers that had already embedded Areas of Learning and Experience in their classrooms understood the value of such an approach:

*'Areas of Learning has worked well in the Foundation Phase and the [Literacy and Numeracy Framework] has clearly linked to this curriculum. With the current system, the change in learning styles in [Key Stage 2] and [Key Stage 3] has been too 'different'. A topic based approach incorporating the areas*

*of learning works well and should be continued further in the education system.'*

Teacher, Response 3905242144

Through the Areas of Learning and Experience, the Review sought to address concerns about the apparent compartmentalisation of teaching and learning, whilst encouraging teachers to work creatively and collaboratively across subjects. The benefits of greater links across the curriculum were expressed by teachers:

*'I agree strongly with this approach. In my experience as a learner myself, and also as a teacher of 11-18, learning can be effectively developed through an inter-disciplinary approach that enables the transfer and expansion of knowledge and understanding across a subject range and makes learning more widely applicable and valuable.'*

Teacher, Response 3853366944

Recognising the value and perceived effectiveness of the Foundation Phase, teachers often responded that they felt the proposals would build on this success. From this perspective, the recommendations could build upon the Foundation Phase and the Literacy and Numeracy Framework, thus delivering a more coherent and meaningful educational experience for children as they progress through school.

*'As a Key Stage 2 teacher, I remember the Foundation Phase being introduced with 7 areas of learning and ridiculing this idea! Now as a newly converted Foundation Phase teacher it is simply the answer! Less areas to concentrate on but with more possibility for deeper learning...'*

Teacher, Response 3907714788

Emerging from responses were also a number of questions and concerns. There was considerable discussion around the substantive content within the proposed curriculum. Respondents from a range of backgrounds were keen to stress the importance of a particular subject within the proposed curriculum, including physical education or religious education. Faith groups and schools, for example, sought reassurance that they could embed a spiritual focus across the curriculum.

Not all teachers were supportive of the principle of grouping subjects within Areas of Learning and Experience. A small number of respondents thought that Areas of Learning and Experience would diminish the importance of a particular discipline or subject:

*'The separation of curriculum subjects into six areas of learning is a matter of some concern... Secondary history teachers overwhelmingly told us that subject identity was key... [and] have indicated that they are concerned that*

*if history becomes a part of a broader “Humanities” area of learning, that some of the rigour, identity and the status of history as a discipline will be lost.’*

Education Organisation, Response 3949974424

The balance between subject knowledge and competencies was also raised by respondents. A small number of respondents perceived the recommendations to place too much emphasis on skills and competencies at the expense of subject knowledge. Some thought that this could lead to a loss of academic rigour:

*‘I agree that cross curricular teaching can be very beneficial but it must be done very carefully and we must not lose the academic rigour in each of the individual subjects at a cost of integration... I think there needs to be a lot of time and thought into how to make this most effective if it is going to work, in principle I agree with them.’*

Teacher, Response 3891776055

Respondents also thought that arranging the curriculum within Areas of Learning and Experience could present challenges for some teachers, especially in making links across the curriculum. Some interpreted the proposals as a departure from current teaching arrangements, and observed that single subject teachers may not have the confidence to deliver on Areas of Learning and Experience. From this perspective, effective teaching would require adequate resources, support, training, and time in order to embed and deliver on the promise contained within the proposals.

There was also uncertainty from some as to how the proposed structure would link coherently to examinations, including GCSEs and A levels, and onward into Further or Higher Education. There was concern that it would be difficult to find a balance between preparing for these types of subject specific examinations and accommodating an approach that softened the boundaries between subjects.

A number of different perspectives emerged from respondents concerning the place of the Welsh language within the structure of the curriculum. Citing the cultural, cognitive and practical benefits of learning Welsh as a living language, the Review recommended maintaining the inclusion of Welsh as a compulsory element within the curriculum. Although relatively few people commented on these recommendations, those that did expressed strong opinions.

Highlighting the importance of bilingualism for young people and for Wales, a small number of respondents felt that current provision was inadequate and saw possibilities and opportunities to strengthen Welsh provision within the Review’s recommendations:

*'There is a massive opportunity in Wales to increase children's skills and capabilities by strengthening the Welsh language curriculum for all children, not just those that go to Welsh language schools.'*

Parent, Response 3952887972

Conversely, a small number of respondents felt that there were practical challenges to delivering Welsh language teaching in schools:

*'Welsh culture and language must have a high profile in our schools but this must be realistic... We need to ensure that Welsh remains in the curriculum but take away the need to target set and assess the language so that instead of being forced on children, the experience is enjoyable.'*

Teacher, Response 3947112101

We must be cautious not to over-represent these views. The majority of respondents did not comment on the role of the Welsh language in the curriculum.

Overall, the proposed structure of the new curriculum was very well received by all groups of respondents, including parents and teachers. There were a number of qualifications to this support, including those that sought clarification on the balance between subject knowledge and skills and competencies, and how the new curriculum would coherently link to national examinations.

### **1.3 The pedagogy of the new curriculum**

#### ***Summary of Recommendations***

Pedagogy refers to the theory and practice of teaching, and informs how the curriculum is delivered. Pedagogy is important because it shapes the learning experiences of children and young people in the classroom.

The Review asserted that good teaching requires educational knowledge and expertise, a wide range of activities chosen to match the intended outcomes of the learning, and the ability to excite and inspire children and young people. The Report, therefore, did not recommend specific teaching approaches, but instead outlined pedagogical principles that support the four purposes and the suggested curriculum and assessment arrangements.

For more information, see Chapter 5 on page 63 of *Successful Futures*.

## **Summary of Responses**

Teachers responding to the Great Debate were asked if they agreed with the general pedagogical principles set out in *Successful Futures*. The majority of respondents agreed with the overall sentiment of the proposed approach, which they felt presented an accurate reflection of the requirements of good teaching.

*'My initial response is they are very good, well delivered principles which no one in education could disagree with. Good teachers have their learners at heart in a system where odds are consistently stacked against you!'*

Teacher, Response 3858649542

It was clear from responses that many teachers perceive current arrangements and workloads as negatively impacting on their ability to provide effective and inspiring teaching. Respondents felt that the proposed pedagogical approach, if effectively implemented, would give teachers greater discretion and control over what goes on in the classroom. A number of respondents felt that this was a good thing, suggesting a confidence in the ability of teachers within an occupation that some believe to have an apparent structural trust deficit.

*'I think that would give teaching staff ownership and inspiration towards the material they were teaching.'*

Teacher, Response 3929745683

It was generally felt that teachers should be more involved in shaping the curriculum, particularly if appropriate guidance and support was available.

*'Teachers are best placed to inform and advise on how the curriculum can be improved, and structured to improve our children's outcomes for the future - teachers will know the areas that need to be developed so all pupils are successful learners and are prepared for their next phase.'*

Teacher, Response: 3947792951

Many respondents welcomed the apparent flexibility to draw on their knowledge and expertise in order to exercise their professional judgement. It was felt by some that this could promote teacher strengths, and allow them to tailor teaching to learners' individual preferences and learning styles. This would enable teachers to deliver more appropriate and engaging learning opportunities.

*'We welcome opportunities for teachers to collaborate and take ownership and responsibility for a curriculum that is appropriate to their learners. A balance between freedom to develop teachers' own creativity and use of knowledge and skills against the requirements of a set curriculum framework will be helpful.'*

Teacher, Response: 3939816780

The balance between autonomy on the one hand, and clear direction and support on the other was raised by a small number of respondents. Some felt that, in order to be effective, clear leadership and direction was necessary to help teachers understand and implement the proposed reforms.

*'Agree with the approach in principle but hope it will be disseminated consistently with a definite, workable structure.'*

Teacher, Response 3856104540

It was felt more generally that resources, support, and professional development opportunities would be required in order to help teachers develop the necessary confidence and capabilities to implement a significantly new approach to teaching and learning.

*'To me, the principles sounds like what good teachers already do but will need training and guidance so that all teachers have the skill set to develop these experiences and pedagogical practises for all children in Wales.'*

Teacher, Response 3858659119

A small number of respondents suggested that they felt uncomfortable in having more autonomy, suggesting that they would prefer greater structure and more guidance, such as detailed lesson plans. This was in response to the perception from some teachers that the recommendations, which would allow for greater creativity, could potentially place greater demands on their time:

*'There isn't enough time to be creative - some of the current demands will have to significantly reduce.'*

Teacher, Response 3947080708

Greater autonomy was also perceived by some as potentially increasing the inconsistency of teaching across Wales:

*'Whilst it is good to have some degree of flexibility I do feel that having specific teaching approaches set out as guidelines for teachers is important. The issue within education in Wales is the inconsistency in teaching, within schools, from school to school, and from local authority to local authority. It is essential that a consistent message is given to everyone within the education system, otherwise individual interpretation or educational beliefs can impact the quality of teaching and the delivery of the curriculum...'*

Teacher, Response 3936474582

*'At scheme of work level, why are hundreds of schools taking recommendations and interpreting them differently creating a lot of work in each school whereas an expert working party could develop exemplary curriculums and [Scheme of Works] to ensure continuity within ALL Welsh schools.'*

Teacher, Response 3853483857

On balance, respondents recognised that current arrangements can undermine the delivery of effective and engaging teaching, and that greater levels of trust and ownership over curriculum and pedagogy could help address this. It was felt by some that such an approach would require clear leadership and effective support to ensure quality and consistency across provision in Wales.

## **1.4 The assessment process**

### ***Summary of Proposals***

The Review proposes to strengthen the relationship between assessment and the purposes of the curriculum, whilst encouraging a focus on assessment for progression and learning. The Review asserts that assessment arrangements should:

- Aligning assessment with the purposes of learning.
- To be clear about the reasons for assessment and plan in advance for the intended uses of assessment results.
- Promote the use of a wide range of techniques that are appropriate to their purpose.
- Engage students in their own assessment.

For more information, see Chapter 6 on page 73 of *Successful Futures*.



## **Summary of Responses**

Respondents, including parents and teachers, agreed that the current assessment arrangements are unsatisfactory and have a detrimental effect on teaching and learning.

*'The curriculum has moved too far away from child-centred education, and too many children are failed by an exam driven education. We need to move away from an approach of teaching to the test, and be more flexible in finding ways to deliver the knowledge and skills children need to be properly equipped for either further or higher education or the world of work.'*

Parent: Response 3869770776

This sentiment was reflected by a diverse range of respondents. Some felt that the current system privileged summative assessment and placed a significant burden upon children and young people with *'far too much educating for the purpose of exams'*. A number of teachers also expressed feeling overburdened by the assessment process. Assessment, from this perspective, was often perceived as being driven for the purposes of accountability, rather than for learning:

*'I believe that the overwhelming emphasis on providing evidence for accountability is killing all creativity and morale in schools and not necessarily leading to better standards in teaching and learning. Anything which puts greater emphasis on assessment to help progression is a positive step.'*

Teacher, Response 3856108515

Respondents welcomed the opportunity to review and reform assessment arrangements. There was strong agreement with the overall focus on assessment for progression contained within the proposals.

*'Assessment to inform learning is a valuable tool that teachers would welcome... There is a major challenge to local authorities, regional consortia and Estyn of squaring the circle of the current system of accountability measures, and a system that must move towards utilising assessment for learning in a more subtle and relevant way.'*

Teacher, Response 3865226526

The notions of *light-touch* assessment and assessing *what matters* were well received. There was also support for self-evaluation and teacher discretion, although other respondents were concerned about how these would be monitored to ensure continuity across schools.

A number of respondents also stated that for the new arrangements to work, they should not add to the workload of teachers.

Exactly how the new assessment arrangements would be implemented in practice was a question asked by a small number of respondents. Some suggested that a shift in assessment would require significant changes in the Estyn approach to school inspection. The Review's recommendation around sampling schools as a means of providing assessment for accountability was well received by the small number of respondents who referred to it. Others highlighted the value of current arrangements as a valuable benchmarking tool and raised concerns regarding the possible reduction in the comparability of assessment data from the new arrangements. From this perspective the comparability of assessment data had important implications for quality assurance across provision.

*'A small number of governors felt that there needs to be a means of comparison pre GCSE stage, in relation to the rest of the UK and wider world.'*

School Governors, Response 3950691943

Overall, there was a strong perception that the existing system is not fit for purpose, and that the emphasis of the proposals on assessment for learning was welcome. Respondents also sought clarification and reassurance regarding how these would work in practice, including issues such as quality assurance.

## 1.5 Conclusions

Contributions to the Great Debate stemmed from a broad range of people across the education community and beyond. Across all groups of respondents, including parents and teachers, there was agreement that the current curriculum and assessment arrangements were in need of reform. Respondents recognised the challenges that *Successful Futures* is seeking to address.

What emerges from responses is considerable support for the overall scope and direction that the Review has taken. The majority of respondents, for example, expressed agreement with the purposes of education outlined in the Review, which many believed to provide a useful basis upon which to think about the curriculum. The majority of respondents were supportive of the recommendations concerning the restructuring of the curriculum within Areas of Learning and Experience, as well as changing the emphasis on assessment for learning, rather than for accountability.

In thinking about the detail of the proposals, respondents often presented caveats to their support. Many respondents sought either clarification or reassurance around a particular

issue or recommendation. This was most prevalent when respondents reflected on what the recommendations would look like in practice. Some respondents felt that certain recommendations did not place enough emphasis on a particular aspect or issue. Others thought that the Review did not go far enough.

In considering the possible implementation of the recommendations, respondents often stressed the importance of careful planning and sufficient resource to support schools to embed the proposals:

*'[Governor Body] supports the curriculum and pedagogical principles as outlined, providing that it is underpinned with adequate resourcing and sufficient funding for training and continuing professional development.'*

School Governors, Response 3950691943

Respondents also thought that further consideration, consultation and planning would be beneficial in developing the proposals:

*'The challenge is taking people along with you - a lot of discussion on our table focussed on the difficulties of implementation rather than the intrinsic value of the changes.'*

Parents and Teachers, Workshop Response 2

It was apparent from responses that people had interpreted the substantive content of certain recommendations in different ways. At times, it is possible that respondents had understood the aims and scope of a particular set of recommendations in ways that were not intended. There was significant variation, for example, in the way people had interpreted the recommendations around Areas of Learning and Experience and the role of subject disciplines. Clarification around these recommendations could be valuable to ensure that future discussion and debate centres on a common understanding of the proposals.

## 2. Methodology

This Chapter summarises the way in which the Great Debate was conducted, as well as how the subsequent responses were analysed. It outlines the different ways by which respondents were invited to share their views, before exploring exactly who contributed. The chapter goes on to explain how responses were handled and interpreted, and how this informed the final analysis presented within this Report.

### 2.1 Conducting the Great Debate

Respondents to the Great Debate were invited to contribute their views towards *Successful Futures* in a number of ways. This was to ensure that people had access to range of opportunities. The different approaches included:

- 3 roadshow events
- workshops, including sessions aimed specifically at parents and carers, and business representatives.
- a webinar and
- an online survey

In order to capture people's views across events and online, respondents were asked to complete one of two short questionnaires. Each questionnaire was developed to explore a range of issues relating to the Review from different angles. The first questionnaire was intended for a general audience, including parents, carers and learners, while the second was aimed at those that work in education, including teachers and governors. The questionnaires asked respondents to reflect and comment on a particular aspect of the Review or a recommendation. The questions were open so as to invite in-depth, qualitative answers.

### 2.2 The characteristics of respondents

In total, the Great Debate received 639 unique responses from a diverse range of people and organisations. Alongside their thoughts, respondents were also asked to provide details on their perspective, including whether they were a teacher, a parent, or representing a particular organisation. The number of respondents by stakeholder group included:

Figure 2: Number of Responses by Stakeholder Group:

Respondent	Frequency
Parent/carer	135
Learner	8
Welsh-medium School (Primary)	29
Welsh-medium School (Secondary)	10
English-medium School (Primary)	216
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Diocesan Authority	1
Further Education College	5
Higher Education Institution	7
Private Training Provider	5
Business	15
Other Interested Groups	65
Welsh Government role	12
Gave no answer	31
<b>Total</b>	<b>639</b>

Some responses included summaries of views expressed by groups, such as governing bodies and teaching unions. This also included some responses from parents and teachers who grouped together to submit a response. As such, these figures should be considered as indicative, rather than a definitive statement of the number of people contributing to the Great Debate.

In addition to responses given through the online survey and workshops, 255 people attended the regional events, and 72 people logged onto the webinar. A further 379 people downloaded the webinar.

### 2.3 Analysis of responses

The Great Debate produced a very large, qualitative data set. In order to make sense of all this data, the authors first applied an open coding strategy to identify distinct categories of response. This focused on understanding the explicit ideas contained within the text of each answer given by a respondent.

The authors then undertook a second reading of responses in order to begin to develop a broader thematic framework, identifying patterns of response across the data-set. This enabled the authors to identify emergent themes, as well as to begin to explore the

prevalence through each individual occurrence across the entire data set. It was this framework that formed the basis of this Report.

In reporting on the Great Debate, the authors aimed to provide a rich thematic description of views through the voices of respondents. This thematic analysis provided the structure of the present report, while quotations were used to illustrate the breadth of issues raised by respondents.

In communicating the prevalence of particular views, it was felt that reporting frequencies or percentages could be misleading given the nature of the data and the issues surrounding the possibility of self-selection bias. In cases where it was deemed important to highlight the strength of feeling for a particular view point, narrative was used to place emphasis. This included '*the majority of respondents*' in cases where over 90 per cent of respondents expressed a particular view point, and '*a small number of respondents*' in cases where under 10 per cent of respondents expressed the same view. This system has been used consistently throughout the report.

Should you have further questions about how the Great Debate was conducted, or the way in which responses were analysed, please feel free to contact the primary author.

