

# Draft assessment arrangements for funded non-maintained nursery settings

## Consultation response form

Your name: Hywel Iorwerth

Organisation (if applicable): Welsh Language Commissioner

email/telephone number: post@cyg-wlc.cymru

Your address:

Responses should be returned by **23 December 2022** to:

Foundation learning  
The Education Directorate  
Welsh Government  
Rhodfa Padarn  
Llanbadarn Fawr  
Aberystwyth  
Ceredigion  
SY23 3UR

or completed electronically and sent to: [CurriculumforWales@gov.wales](mailto:CurriculumforWales@gov.wales)

## Question 1

- i) Do you work in or support the delivery of education in a funded non-maintained nursery setting?

<b>Yes</b>	<input type="checkbox"/>	<b>No</b>	<input checked="" type="checkbox"/>
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- ii) If yes, in which type of setting/organisation do you work? (If no continue to iv below.)

Private day nursery	<input type="checkbox"/>	Umbrella organisation	<input type="checkbox"/>
Playgroup	<input type="checkbox"/>	Third sector	<input type="checkbox"/>
Pre-school	<input type="checkbox"/>	Training provider	<input type="checkbox"/>
Cylch Meithrin	<input type="checkbox"/>	Government	<input type="checkbox"/>
Local authority	<input type="checkbox"/>	Regulatory body (including inspectorates)	<input type="checkbox"/>
Regional consortium	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

- iii) What is your primary role?

Leader	<input type="checkbox"/>	Development officer	<input type="checkbox"/>
Practitioner	<input type="checkbox"/>	Policy development	<input type="checkbox"/>
Early years advisory teacher (or equivalent)	<input type="checkbox"/>	Member of management committee	<input type="checkbox"/>
Inspector	<input type="checkbox"/>	Volunteer	<input type="checkbox"/>
Consultant	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

- iv) If you do not work in or support the delivery of education in a funded non-maintained setting, in what capacity would you like to provide feedback?

Childminder	<input type="checkbox"/>	Child or young person (under 18)	<input type="checkbox"/>
Practitioner in a non-funded non-maintained setting	<input type="checkbox"/>	Student/academic	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
Adult 18-plus (not a parent or carer)	<input type="checkbox"/>		<input type="checkbox"/>

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

<b>Yes</b>	✓	<b>No</b>	<input type="checkbox"/>
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If 'yes', please specify.

Welsh Language Commissioner
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**Question 2** – Have you read the ‘Draft assessment arrangements for funded non-maintained nursery settings’ consultation document?

<b>Yes</b>	✓	<b>No</b>	<input type="checkbox"/>
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If you have selected ‘No’, we recommend you read the document before continuing on with the questionnaire.

**Question 3**

i) Are you aware of the legal duties for assessment arrangements in funded non-maintained nursery settings?

<b>Yes</b>	✓	<b>No</b>	<input type="checkbox"/>
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ii) To what extent will these assessment arrangements support practitioners in fulfilling their legal duties to undertake assessments of children’s progress in funded non-maintained nursery settings?

<b>Unsupportive</b>	<b>Supportive</b>	<b>Unsure</b>
<input type="checkbox"/>	✓	<input type="checkbox"/>

Please explain your answer.

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**Question 4** – How clear is it that practitioners should use these arrangements to support their assessments when planning for progression?

<b>Unclear</b>	<b>Clear</b>	<b>Unsure</b>
<input type="checkbox"/>	✓	<input type="checkbox"/>

Please explain your answer.

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**Question 5**

- i) Is it clear how the principles of progression should be applied when making decisions about children's learning and development?

<b>Yes</b>	✓	<b>No</b>	<input type="checkbox"/>
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**Please explain your answer.**

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- ii) How useful is the table that shows how the principles of progression can be applied to support assessment of the learning and progress of younger children?

<b>Not useful</b>	<b>Useful</b>	<b>Unsure</b>
<input type="checkbox"/>	✓	<input type="checkbox"/>

**Please explain your answer.**

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- iii) What, if anything, additional would you like to see included in the table?

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**Question 6** – How useful will the assessment arrangements be for practitioners to develop a shared understanding of progression (set out in section 4.3 of the consultation document)?

<b>Not useful</b>	<input type="checkbox"/>	<b>Useful</b>	<input type="checkbox"/>	<b>Unsure</b>	<input type="checkbox"/>
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**Please explain your answer.**

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**Question 7**

- i) Is it clear that both initial (section 7) and ongoing (section 5.1) assessment are equally important to children's progress?

Yes	No	Unsure
✓	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

- ii) Which terminology do you find most useful for describing the assessments that must take place within 6 weeks of a child receiving funded nursery education?

Initial	On-entry
<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

**Question 8** – Is the purpose of the ongoing assessment (section 5.1) clearly explained?

Yes	No	Unsure
✓	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

**Question 9** – Is the role of observation in assessment clearly explained?

Yes	No	Unsure
✓	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

### Question 10

i) Is the purpose of the initial assessment clearly explained?

Yes	No	Unsure
✓	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

ii) To what extent are the descriptions in the initial assessment section of the arrangements helpful in supporting practitioners to understand how children make progress?

Not helpful	Helpful	Very helpful
<input type="checkbox"/>	✓	<input type="checkbox"/>

**Please explain your answer.**

iii) What additional information, if any, would you like to see included as part of these descriptions?

Please see our response to question 14

iv) Does the layout of the descriptions support practitioners to make judgements about individual children's progress?

Yes	No	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

**Question 11** – What else is needed to support the use of the assessment arrangements in practice?

Please see our response to question 14

**Question 12** – Can you see these assessment arrangements supporting children’s progress within and across the developmental pathways in the curriculum for funded non-maintained nursery settings?

Yes	No	Unsure
✓	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain your answer.**

**Question 13** – We would like to know your views on the effects these assessment arrangements would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be?

Please see our response to question 14 below.

How could positive effects be increased, or negative effects be mitigated?

**Question 14** – Please also explain how you believe these assessment arrangements could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

**Supporting comments**

In our response to the consultation on [The curriculum framework for nursery settings](#), we made two general points:

1. The need for clarification that Welsh medium settings follow an immersion Education model, and that there will not be an expectation that English will be introduced to children.
2. That the curriculum places an expectation on all settings to develop the Welsh language skills of all children, regardless of the language medium of the setting.

We were glad to see that there is more clarity about these matters in the final version of the curriculum for nursery settings.

However, we believe that the same weaknesses exist with regards to the draft assessment arrangements in this consultation.

Firstly, the assessment arrangements need to be clearer about the fact that the literacy skills of children who attend Welsh-medium settings should be assessed through the medium of Welsh. The sentence on page 18 states 'to get an accurate picture of literacy skills, a child's competence in both the language of the home and the setting should be considered.' We understand the reasoning for this given that many children in Welsh medium settings come from homes where English is the first language. Despite this, it is possible that this sentence could be misinterpreted and could lead to confusion. There needs to be absolute clarity that Welsh-medium settings will follow an immersion education model, and that the focus of these settings will be on developing children's communication skills in Welsh, and not in English. We of course accept that the fact that Welsh will not be the first language of some of these children is very relevant when assessing literacy and communication progress. The simple point here is that there is room for these assessment arrangements to be more specific and detailed when discussing the language medium of education.

Secondly, the document does not refer at all to the development and assessment of children's bilingual skills more generally. We fully accept that there is no need for too much focus on assessing children's Welsh skills in English-medium settings. Despite this, the curriculum for nursery settings pays clear attention to developing each child's Welsh skills. For example, on page 35 of the curriculum, the document asks practitioners to consider the extent to which they offer meaningful opportunities for children to experience the Welsh language. It is therefore not clear to us why the assessment arrangements do not reflect this and state the need to consider children's development in Welsh as well as in English (although perhaps progress will be fairly limited considering the age of the children involved).

**Question 15** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: