



Llywodraeth Cymru
Welsh Government

Curriculum for Wales'
PROGRESSION CODE
AND
STATEMENTS OF WHAT MATTERS
CODE

Explanatory Memorandum
and Regulatory Impact Assessment

September 2021

Explanatory Memorandum to the Curriculum for Wales' Statements of What Matters Code and the Progression Code

This Explanatory Memorandum has been prepared by the Welsh Government's Education Directorate and is laid before Senedd Cymru in conjunction with the above subordinate legislation and in accordance with Standing Order 27.1.

Minister's Declaration

In my view, this Explanatory Memorandum gives a fair and reasonable view of the expected impact of Statements of What Matters Code and the Progression Code. I am satisfied the benefits justify the likely costs.

Jeremy Miles AS/MS
Minister for Education and Welsh Language

29 September 2021

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PART 1 – Explanatory Memorandum

1. Description

- 1.1 The Statements of What Matters Code and Progression Code place statutory duties on schools and settings to ensure their design and planning of a curriculum under the new Curriculum for Wales Framework includes and draws from the statements of what matters, and principles of progression set out in the Codes.

2. Matters of special interest to the Legislation, Justice and Constitution Committee

- 2.1 These Codes follow the draft negative procedure. Subject to this Senedd procedure, while the Codes will come into force from September 2022, therefore not within 21 days of being laid, the Committee may wish to note the following regarding updating guidance to schools and settings.
- 2.2 The Curriculum for Wales Framework Guidance published on 28 January 2020 already includes the draft 27 statements of what matters for the six areas of learning and experience (Areas), as well as principles of progression for the curriculum as a whole and each Area. These aspects of curriculum guidance need to be updated to reflect commitments entered into by Ministers during the passage of the Curriculum and Assessment (Wales) Act earlier in 2021, as well as consultation feedback in July 2021.
- 2.3 Welsh Government is updating the online Curriculum for Wales Framework guidance now in line with the draft Codes to allow schools and settings greater time to draw on that advice to inform their curriculum design and planning through the 2021/22 academic year. The updates to guidance are being made in draft at this stage, and remain subject to the negative procedure.

3. Legislative background

The Statements of What Matters Code

- 3.1 Section 6 of the Curriculum and Assessment (Wales) Act 2021 (“the Act”) provides that the Welsh Ministers must issue a Code that sets out key

concepts for each area of learning and experience – the What Matters Code. It notes that:

- a curriculum does not encompass an area of learning and experience (Area) unless it encompasses those concepts as set out in the What Matters Code (Section 6(2) of the Act)
- teaching and learning does not encompass an Area unless it encompasses those concepts as set out in the What Matters Code Section 6(3) of the Act)
- that the Welsh Ministers must keep the What Matters Code under review, and may revise it (Section 6(4) of the Act).

The Progression Code

3.2 Section 7 of the Act provides that the Welsh Ministers must issue a code that sets out the way in which a curriculum is to make provision for progression by learners – the Progression Code. It notes that:

- a curriculum does not make provision for appropriate progression unless it accords with the Progression Code (Section 7(2) of the Act)
- teaching and learning does not make provision for appropriate progression unless it accords with the Progression Code (Section 7(3) of the Act)
- that the Welsh Ministers must keep the Progression Code under review, and may revise it (Section 7(4) of the Act).

Procedure

3.3 Section 76 of the Act sets out in respect of the Statements of What Matters Code and the Progression Code that before issuing or revising a Code, the Welsh Ministers must:

- consult the persons they think appropriate (if any), and
- lay before Senedd Cymru a draft of the proposed Code (or, in the case of revisions, of the proposed revised Code).

3.4 If before the end of the 40 day period the Senedd resolves not to approve a draft Code, Welsh Ministers must not issue that Code. If no such resolution is made before the end of that period, Welsh Ministers must issue the Code in the form of the draft.

4. Purpose and intended effect of the legislation

4.1 The purpose and intended effect of the Codes relate directly to that set out in the [Explanatory Memorandum \(EM\) and Regulatory Impact Assessment \(RIA\)](#) for the Act.

4.2 In summary, the statements of what matters in learning and the principles of progression set out in the Codes form part of the Curriculum for Wales Framework as key organisers and drivers of curriculum development. The Curriculum for Wales framework gives every school and setting the opportunity to design their own curriculum within a national approach that

ensures a level of consistency.

- 4.3 The Codes form part of the new legislative structure needed to support a purpose-led curriculum with learner progression at its heart. The Act, along with supporting legislation such as these Codes and guidance provides for a broad and balanced curriculum, fit for the 21st Century, which defines the 'big ideas' which learners should understand and engage with to prepare them for life. It provides scope within a national framework for schools and settings to shape a curriculum that connects meaningfully to the local community and the experiences of learners.
- 4.4 The key principles for developing the Act in support of the Curriculum for Wales include:
- helping all learners to embody the four purposes;
 - all learners, including those with severe, profound or multiple learning difficulties, are entitled to a high-quality broad and balanced education throughout the period of statutory education;
 - promoting learner progression; and
 - encouraging stimulating and engaging teaching and learning, which supports learners to make connections across different aspects of their learning.
- 4.5 The Curriculum for Wales should be at the heart of teacher, school and national efforts that seek to raise standards for all, tackle the attainment gap and ensure an education system that is a source of national pride and enjoys public confidence. The intended effect of the proposed Codes is to form part of the legislative framework that underpin these objectives.

Updates to Statements of What Matters

- 4.6 This section explains changes to the statements where they differ from those published as part of the Curriculum for Wales Framework guidance on 28 January 2020. Mostly the changes relate to Welsh Government commitments entered into as part of the Act's passage through the Senedd in 2020 and 2021. However, there are some further minor amendments arising from consultation feedback. Where this is the case, this is noted in the explanations below.
- 4.7 The Codes' introduction has been updated slightly following consultation feedback to improve accessibility and better contextualise the requirements in the context of other curriculum requirements on schools and settings. This includes explanation on how the Code links with Curriculum for Wales Framework guidance.

Expressive Arts

- 4.8 In the statements at paragraphs 2.1.1 and 2.1.2 of the Code references to the influences and impact of work from diverse cultures, including their contribution to our histories, have been made more explicit following

commitments made during the passage of the Act – supported by consultation feedback.

Health and Well-being

- 4.9 In the statement at paragraph 2.2.2 more explicit reference to learners' ability to seek help, advocate and develop awareness on mental health issues has been included following commitments made during the passage of the Act – supported by consultation feedback.

Humanities

- 4.10 The statements at paragraphs 2.3.3 and 2.3.5 has been strengthened on climate change, the climate and nature emergency and ecological impacts following commitments made during the passage of the Act – supported by consultation feedback. This better enables learning and teaching in this area, and to help facilitate wider dialogue around these topics. This aspect also links with amends to statements in the Science and Technology Area highlighted below.
- 4.11 The statement at paragraph 2.3.4 has been strengthened to make Welsh history and the contribution of diverse communities more explicit following commitments made during the passage of the Act. Consultation feedback supported this, alongside suggesting a reordering of specific references. This has resulted in reference to learners developing a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world, to better link with references to the complex, pluralistic and diverse nature of societies already present in the second paragraph of this statement. .
- 4.12 The statement at paragraph 2.3.5 has been strengthened through explicit reference to confronting and addressing racism following consultation feedback. This aspect of learning links with the Welsh Government Race Equality Action Plan.
- 4.13 The statement at paragraph 2.3.5 has also been strengthened by explicit references to the UNCRC and UNCRPD following commitments made during the passage of the Act. The Curriculum for Wales Framework, which already includes guidance to schools and setting on the UNCRC, is also being amended at the end of 2021 to include further support to schools and settings on both these Conventions as part of their curriculum design and development work.

Languages, literacy and communication

- 4.14 The statements at paragraphs 2.4.1 and 2.4.2 have been amended to include references to plurilingual contexts in respect of Welsh, English and other languages. In the context of this Framework, plurilingual refers to the knowledge, use and connections made between a range of languages. Learners may have varying proficiencies in these languages, from passive

knowledge or single word understanding to advanced fluency. The learner is able to make connections between languages, appreciate their interrelation and practise using them individually or together. This approach was supported by consultation feedback, as was the inclusion of explicit references to Welsh and English.

- 4.15 Following feedback 'meaningful learning' has also been clarified at paragraph 2.4.1 to read 'meaning language learning' to aid practitioner accessibility – and minor drafting amends have been made at the end of the statement to recognise that creativity is not a skill that can be 'provided'.
- 4.16 The statements at paragraphs 2.4.2 and 2.4.3 have been strengthened by amendment to reference to 'spoken and written' (alongside other minor associated drafting changes) as explicit terms in reference to language in this context. This is due to British Sign Language (BSL) being added to the Curriculum for Wales guidance for this Area on 30 September – in line with the commitment made on 28 January 2020. BSL is a visual language – its inclusion in the curriculum is supported by consultation feedback. The skills of listening and reading, speaking and writing are clearly reflected in the descriptions of learning for Welsh, English and other spoken languages in the Curriculum for Wales Framework for this Area.
- 4.17 The statement at paragraph 2.4.4 has been strengthened following consultation feedback to explicitly reference that learners should experience and respond to a variety of 'diverse' literature.

Mathematics and Numeracy

- 4.18 No amendments have been made to the 4 statements in this Area.

Science and technology

- 4.19 The statement at paragraph 2.6.1 has been strengthened on climate change, the climate emergency and ecological impacts to better enable teaching and learning in this area following commitments made during the passage of the Act. This links with amendments to statements in the Humanities Area.
- 4.20 The statement at paragraph 2.6.3 has been strengthened following feedback to include more explicit reference to learners' health and how their decisions can impact the world around them in this regard.

Updates to the Principles of Progression

- 4.21 The introductory Section 2 of the Progression Code has been substantially rewritten in the light of consultation feedback and practitioner input. Changes have been made to this aspect of the Code for the reasons below.

- It needs to better define learning progression in simpler terms;

- More clarity on what the principles are, how they fit with other curriculum requirements, and how they should be used – including how they link with and support the descriptions of learning expressed at each progression step for each statement of what matters;
- More explicit upfront references to the four purposes, their integral skills and the cross-curricula skills in the context of the principles
- Better highlighting the emphasis on progression in all things Curriculum for Wales (including that the principles are mandatory for schools and settings);
- Stronger linking between learning progression and effective pedagogy in the context of thinking about curriculum design and development.
- Emphasis and reinforcement on the point that progression is individual to a learner and it is not linear, but cyclical (a learner may seemingly take a step back in understandings in specific aspects before making leaps forward);
- To recognise that progression is more than acquisition but also about application of learning.

Overarching principles

- 4.22 The principle at paragraph 3.1.2 has been re-ordered following feedback to provide greater clarity of message regarding increasing effectiveness.
- 4.23 The principle at paragraph 3.1.3 has been amended following feedback to recognise the importance of the application of knowledge, alongside knowledge acquisition, in learning progression.
- 4.24 The principle at paragraph 3.1.4 has been amended slightly following feedback to correctly recognise there are no ‘early steps’ set out in Curriculum for Wales guidance, as the progression steps expressed through the descriptions of learning are, by design, not age specific.
- 4.25 The principle at paragraph 3.1.5 has been amended slightly following feedback that the term ‘intellectual skills’ wasn’t sufficiently clear.
- 4.26 The principle at paragraph 3.1.6 has been amended slightly following input from practitioners on the need for greater clarity on what ‘their learning’ refers to in this context.

Expressive arts

- 4.27 The principle at paragraph 3.2.1 has been reordered following feedback to provide greater clarity of message regarding increasing effectiveness. It is also amended to reflect the fact that support to learners comes from various sources, not just teachers.

Health and Well-being

- 4.28 The narrative at paragraph 3.3.1 has been amended to provide greater clarity and context for the health and well-being principles of progression that follow.
- 4.29 The principles at paragraphs 3.3.2, 3.3.3, 3.3.4 and 3.3.5 have been re-written following feedback and policy review which highlighted that the original principles, as drafted, were too generic. The suggested changes give practitioners a stronger sense of how these principles impact progression in health and well-being.
- 4.31 The principle at paragraph 3.3.6 has also been amended to make progression in health and well-being more explicit and, following feedback, to better recognise the importance of, as they progress, the move to advocacy for themselves and others.

5. Consultation

- 5.1 Section 76(2(a)) of the Act requires Welsh Ministers to consult the persons they think appropriate (if any) before issuing or revising these Codes.
- 5.2 An 8 week formal consultation ran from 21 May to 16 July 2021 on the draft Codes. This was to ensure the consultation period both avoided Senedd elections and was completed before the end of the academic year. The consultation was promoted to a wide audience of key stakeholders including schools, settings, local authorities, regional consortia, the Children's Commissioner for Wales, children's groups, Estyn, teacher unions and wider stakeholders.
- 5.3 On the draft Progression Code, 32 responses were received, and 45 on the draft Statements of What Matters Code. A number of these responses were detailed submissions. The consultation documents and summaries of the responses are available online at: [Statements of what matters code | GOV.WALES](#) and [Draft progression code | GOV.WALES](#). In summary, there was broad support for both draft Codes, with some detailed suggestions for improvement identified.
- 5.4 For the Progression Code the key points raised were:
- broad support for the principles, with calls for further clarification on their purpose and use to be included upfront
 - the need to emphasise the importance of effective pedagogy in learner progression
 - greater recognition of early years language acquisition, and that language development can vary notably dependant on a learner's linguistic base
 - greater overall emphasis on increasing effectiveness as a learner
 - the need to return to the principles and the Code in time following schools' and settings' experiences of working with them.

- 5.5 For the Statements of What Matters Code the key points raised were:
- broad support for the statements and suggested amendments to them
 - the need to explicitly reference both Welsh and English, alongside plurilingual, in the Languages, Literacy and Communication statements
 - welcoming specific reference to Welsh histories
 - welcoming references to diversity, but calls for them to be even more explicit in terms of anti-racism
 - welcoming explicit references to the climate and nature emergency
 - more explicit reference to rights as specified under the UNCRC and UNCRPD.
- 5.6 Feedback has been taken into account and (where appropriate) has resulted in amendments as identified in Section 4 above.
- 5.6 Wider feedback, which extended beyond the content of the draft Codes, was also captured from both consultations. This is already informing policy, programme and guidance development. The main wider points raised were:
- the need for specific and sustained support for schools on realising the Curriculum for Wales, with a range of views provided regarding the focus of that
 - for progression, the need for specific, hands-on support for schools with expert input to address the concept of learning progression in curriculum design
 - further guidance and support in respect of approaches to assessment
 - the need for clear links between progression and assessment, including the development of new qualifications being based on Curriculum for Wales requirements.
- 5.7 As set out by the Minister for Education and Welsh Language in his oral statement on 6 July 2021, work on the areas covered by wider feedback is already in train for September 2021 onwards. For example, feedback which highlighted learning progression and assessment as key areas for support, is informing the development of the all-Wales progression project, the priorities of the National Network for curriculum implementation from September, and further updates to guidance at the end of 2021.

Part 2 – Regulatory Impact Assessment (RIA)

6. RIA Overview

- 6.1 The Codes form an integral part of the Curriculum for Wales Framework which, alongside other duties and requirements placed on schools and settings under the Act, give clarity and national expectations on how a curriculum must / can be developed.
- 6.2 As recognised in the [Designing your Curriculum](#) section of the Curriculum for Wales guidance, curriculum development is a necessarily holistic process. It needs to reflect a range of considerations, which includes the information in these Codes, as well as other duties and mandatory requirements under the Act, wider curriculum guidance, as well as local circumstance. Consequently, separate and distinct analysis and costings relating to apportioned impacts of specific elements of the Framework is not considered feasible; or if attempted, would result in questionable results given the wide range of variables and caveats that would be involved. In short, it would be unrealistic to attempt to unpack, assess and report on the impacts of the specific requirements set out in these Codes from the wider process of Curriculum for Wales implementation in schools and settings.
- 6.3 However, detailed information on the costs, benefits and risks associated with the process of curriculum reform both system-wide and for schools and settings has been undertaken. This is set out in the recently updated [Explanatory Memorandum \(EM\) and Regulatory Impact Assessment](#) (RIA) for the Act published in April 2021. The Welsh Government has also committed to update the RIA by the end of 2021.

Impact Assessments

- 6.4 The process of impact assessment in respect of Curriculum for Wales is ongoing. Consequently there is already a range of published and, in some cases, recently updated impact assessments relating both directly and indirectly to the requirements on schools and settings set out in these Codes. These include:
 - In April 2021 detailed information on the costs, benefits and risks associated with the process of curriculum reform both system-wide and for schools and settings was published in the [Explanatory Memorandum \(EM\) and Regulatory Impact Assessment](#) (RIA) for the Act. As noted at paragraph 6.3, the Welsh Government has also committed to further update this RIA by the end of 2021.
 - The [integrated impact assessment on the Curriculum for Wales guidance](#) – which includes the statements of what matters and principles of progression, published in January 2020.

- An [integrated impact assessment](#) of how proposals for Curriculum and Assessment legislation would impact teaching and learning was published in July 2020.
- [Ensuring access to the full curriculum children's rights impact assessment](#) published in July 2020.
- [Curriculum for Wales children's right impact assessment](#) published in July 2020.
- An [integrated impact assessment on proposals for Religion, Values and Ethics](#) published in April 2020.
- The [justice system impact identification](#) form published in April 2018.

7. Options

- 7.1 Options regarding the status of the statements of what matters and the principles of progression, as set out in these Codes, were considered by Ministers (and debated by Members of the Senedd) as part of the passage of the Act in 2020 through to 2021. Consequently this is covered by the EM and RIA for the Act. In summary, options with regard the statements and principles related to their status within the Curriculum for Wales Framework.
- 7.2 Feedback on the extensive 2019 consultation on draft Curriculum for Wales guidance (see: [Curriculum for Wales 2022: guidance | GOV.WALES](#)) reported a degree of concern regarding potential variability in approaches across schools and settings arising from the Curriculum for Wales approach, and the principle of subsidiarity. The decision to place mandatory requirements on schools and settings with regard to the statements of what matters and the principles of progression, with the detail of those requirements being set out in these Codes, was made in during the passage of the Act in addressing this concern. The progression Code also places emphasis on the importance of learning progression as a fundamental concept underpinning the Curriculum for Wales.
- 7.3 Consequent to the above, Sections 6 and 7 of the Act require Welsh Ministers to make these Codes. The Minister has consulted on their content: in 2019 in terms of earlier draft statements and principles, and in 2021 in respect of the draft Codes. The drafts have been amended in the light of feedback, as set out in the EM above. The requirement set out in the Act that Ministers periodically review and, if necessary, update the content of the Codes was also considered helpful in recognition that the experiences of society, learners and the education profession will develop over time.

8. Costs and benefits

- 8.1 As set out in section 6 above, no separate cost and benefit analysis has been undertaken specific to the elements of the Curriculum for Wales Framework set out in these Codes on the ground that such analysis is considered unrealistic. However, we do not envisage any additional costs to the education system will arise from these Codes over and above that set out in the RIA referenced at paragraph 6.3.
- 8.2 The Codes provide schools and settings with the necessary assurance regarding key curriculum organisers providing a degree of consistency and curriculum breadth across the 3 to 16 learning continuum. The also provide key research-informed information on the nature of learning progression across the curriculum which will support schools and setting in developing their understandings, curriculum design and planning.
- 8.3 Without the Codes schools and settings would have less clarity and assurance that their approaches to curriculum development and design are in line with Curriculum for Wales principles, approaches and with other schools across Wales. Clarity on the statements and principles set out in the Codes should help schools and settings make swifter progress in their curriculum development as they work towards implementation and realisation of their curricula from September 2022.

9. Competition Assessment

- 9.1 The competition filter test:

Question	Answer Yes or No
Q1: In the market(s) affected by the new regulation, does any firm have more than 10% market share?	No
Q2: In the market(s) affected by the new regulation, does any firm have more than 20% market share?	No
Q3: In the market(s) affected by the new regulation, do the largest three firms together have at least 50% market share?	No
Q4: Would the costs of the regulation affect some firms substantially more than others?	No
Q5: Is the regulation likely to affect the market structure, changing the number or size of businesses/organisation?	No
Q6: Would the regulation lead to higher set-up costs for new or potential suppliers that existing suppliers do not have to meet?	No
Q7: Would the regulation lead to higher ongoing costs for new or potential suppliers that existing suppliers do not have to meet?	No
Q8: Is the sector characterised by rapid technological change?	No

Question	Answer Yes or No
Q9: Would the regulation restrict the ability of suppliers to choose the price, quality, range or location of their products?	No

9.2 The provisions within the Codes will not affect business, or charities and/or the voluntary sector in ways that raise issues related to competition. The competition filter has not been applied.

9.3 The provisions in the Codes are not expected to have any impact on competition or place any restrictions on new or existing suppliers. As set out in the RIA referenced at paragraph 6.3, the majority of the costs associated with the legislation are expected to fall on public bodies, who already meet these costs.

9.4 The legislation is not expected to have any negative impact on small and medium sized enterprises (SMEs) in Wales.

10. Post implementation review

10.1 Implementation of the Codes in schools and settings will take place through to 2026/27 academic year as the Curriculum for Wales is rolled out across schools and settings. Review of their implementation will form part of the wider implementation review set out in the RIOA referenced at paragraph 6.3 above.

10.2 The wider programme of evaluation of the curriculum reforms (see: [Curriculum for Wales: Implementation plan - Hwb \(gov.wales\)](#)) is not designed as a single backward-looking assessment of impacts but rather an ongoing process of learning, of which an evaluation of impacts will form an important part. A formative evaluation will be conducted in the early years of implementation to understand early successes and challenges, and whether the curriculum reforms are having the intended consequences. This will enable any necessary changes to be made to policies to increase their effectiveness. An impact evaluation will look at the consequences of reforms as they take their effect and after a sufficient period to allow longer term outcomes to emerge. As part of this process work will be prioritised through the National Network for curriculum implementation to both support schools and settings work on learning progression and to develop system-wide understanding and review of the associated principles over time.

Glossary

Act	For the purposes of this document, refers specifically to the Curriculum and Assessment (Wales) Act 2021
Additional Learning Needs (ALN)	<p>A learner has ALN if they have a learning difficulty or disability which calls for additional learning provision.</p> <p>A child of compulsory school age or person over that age has a learning difficulty or disability if they:</p> <p>(a) have a significantly greater difficulty in learning than the majority of others of the same age, or</p> <p>(b) have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.</p> <p>A child under compulsory school age has a learning difficulty or disability if they are likely to (or would be likely to if no ALP were made) have significantly greater difficulty in learning than the majority of their peers when they reach compulsory school age.</p> <p>*Taken from “The Additional Learning Needs Transformation Programme - Frequently Asked Questions (February 2019)”. See section 2 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.</p>
Areas of learning and experience (Area)	<p>The Curriculum for Wales’ organising structure comprises six Areas, which encourage strong and meaningful links across different disciplines. The Areas listed in the Act are:</p> <ul style="list-style-type: none"> • Expressive Arts • Health and Well-being • Humanities • Languages, Literacy and Communication • Mathematics and Numeracy • Science and Technology
Cross-curricular skills	<p>Literacy, numeracy and digital competence. These are lifelong skills essential for learning and for being able to function successfully in the modern world. They enable learners to access the breadth of a school’s curriculum and the wealth of opportunities it offers to realise the four purposes.</p>

Curriculum	Establishes all the teaching and learning experiences planned in pursuit of agreed purposes of education.
Education other than at school (EOTAS)	Education funded by the local authority which is designed to meet the specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school.
Estyn	Is the office of Her Majesty's Chief Inspector of Education and Training in Wales or Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru. It is the education and training inspectorate for Wales. 'Estyn' – Welsh word meaning 'to reach out'/'to stretch'.
Four purposes	<p>These are the starting point and aspiration for every child and young person in Wales. The curriculum and assessment arrangements support children and young people to develop as:</p> <ul style="list-style-type: none"> • Ambitious, capable learners ready to learn throughout their lives • Enterprising, creative contributors ready to play a full part in life and work • Healthy, confident individuals ready to lead fulfilling lives as valued members of society and • Ethical, informed citizens ready to be citizens of Wales and the world <p>Within these headline purposes a range of more detailed characteristics are expressed in Curriculum for Wales Framework guidance.</p>
Funded non-maintained nursery setting	Private provision, including playgroups and childminding, for children under the age of 5.
Governing bodies	Are established pursuant to section 19 of the Education Act 2002 and are responsible for the governance and conduct of the schools.
Learner	A child or young person between the ages of 3 to 16. This includes 'pupil'.
Maintained schools	<p>Schools that a local authority has a duty to maintain. They include:</p> <ul style="list-style-type: none"> • Voluntary schools • Community schools and community special schools • Foundation schools and foundation special schools • Any maintained special school not set up in a hospital¹
Maintained special schools	Schools providing a special education needs funded by a local authority.

¹ A local authority also maintains Pupil Referral Units (PRUS) but these are listed separately. By "maintain" we mean that wholly or substantially funds that school.

Professional Learning	Opportunities to develop and enhance education providers' professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.
Progression code	Subordinate legislation under the Act. The code includes research-based statements of progression used to develop progression in the Curriculum for Wales. It includes overarching statements and statements for each Area.
Pupil Referral Unit (PRU)	A type of school established and maintained by a local authority pursuant to section 19 of the Education Act 1996 ² that caters for children who aren't able to attend a mainstream school. Pupils are often referred if they need greater care and support than their regular school can provide.
Subordinate Legislation	Legislation made by a Minister, or occasionally by a public body, under powers given to them by Acts of Parliament, Assembly Measures and Acts of the Senedd in order to implement and administer the requirements of primary legislation.
United Nations Convention on the Rights of the Child (UNCRC)	A legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
United Nations Convention on the Rights of People with Disabilities (UNCRPD)	An international agreement to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.
What Matters code	Subordinate legislation under the Act. The code is made up of the statements of What Matters within the Curriculum for Wales Framework. These statements ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of the learning expressed within all statements.

² The Act makes section 19 an England only provision and inserts a new provision for Wales only in section 19A of the Education Act 1996.