

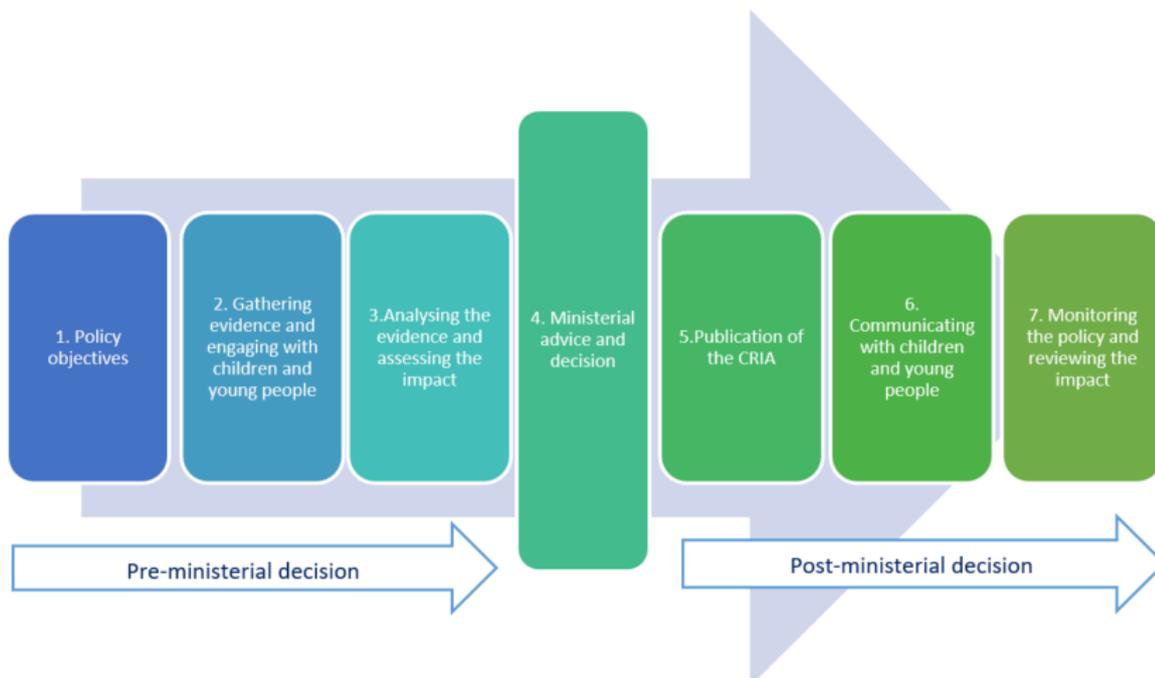
A. CHILDREN'S RIGHTS IMPACT ASSESSMENT

All completed Children's Rights Impact Assessments must be sent to the CRIA@gov.wales mailbox.

The Rights of Children and Young Persons (Wales) Measure 2011 places a duty on the Welsh Ministers to pay due regard to the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and its [Optional Protocols](#) when exercising any of their functions.

The CRIA process is the agreed mechanism officials should use to support Ministers to meet this duty and ensure they give balanced consideration to children's rights in their decision making. A CRIA should be used to inform ministerial advice and **must** be completed prior to a ministerial decision being made. Once a decision has been reached, your CRIA must also be published.

Please note we have an established Children's Rights Advisory Group (CRAG), comprising the Children's Commissioner for Wales's office, UNICEF, the Wales Observatory on Human Rights of Children and Young People, and Children in Wales, who can be used to discuss or test your draft CRIA. Please contact the Children's Branch CRIA@gov.wales for further information.



For further advice and guidance on the CRIA process, please consult the [Children's Rights Manual for Staff](#) or contact the Children's Branch CRIA@gov.wales

1. Policy objectives

The Programme for Government and Co-operation Agreement include a commitment to look at school term dates for maintained schools, in order to bring them more in line with contemporary patterns of family life and employment. Maintained schools are schools that are wholly owned and maintained by Local Authorities, such as: nursery schools; primary, middle and secondary schools and Pupil Referral Units (PRUs).

The way we structure the school calendar has direct implications on learner disadvantage, educational inequalities, progression and attainment and learner and staff well-being. The structure of the school calendar has not been changed for over 150 years, therefore, we are asking whether the calendar could better align with modern and future living.

Alongside the Curriculum for Wales (introduced from September 2022), greater professional learning for the education workforce and new ways of supporting learners with Additional Learning Needs (ALN), we are reviewing whether the current school year structure is as effective as it could be.

We are:

- Considering whether more standardised term lengths and re-distributed breaks could better support sustainable learner progression and readiness to learn whilst also supporting curriculum delivery.
- Exploring whether the school calendar could be changed to better support disadvantaged learners.
- Considering the well-being of learners and education workforce and asking whether the current structure is the right structure to promote well-being.
- Exploring whether the current structure, designed over 150 years ago, is appropriate for modern and future living and working.

The Minister for Education and Welsh Language has indicated that he wishes to bring forward a formal public consultation regarding the structure of the school year. The consultation is intended to be discursive rather than prescriptive, to gather the views of participants. Although the result is not yet known, we have considered how any decision may impact children and young people (CYP) and will update this impact assessment as this work progresses.

The Minister for Education and Welsh Language has been clear that the below aspects of the school calendar will not change:

- The number of days/sessions of learning a year.
- The number of training days a year.
- The number of school breaks a year.
- The summer break will be no less than four weeks.
- All public holidays will apply.

We are asking:

How can we achieve a more equitable calendar that is designed to support children’s rights, well-being, modern life and educational outcomes for all?

To address this priority, we are exploring:

1. The distribution of break periods (to maximise learning potential).
2. More consistent term lengths (to support well-being, reduce fatigue and provide a more consistent learning structure).

Why change the school year?

In Wales, children’s rights are at the heart of everything we do, which is why we want to ensure that the school calendar is built around learners and their education. The Welsh Government is considering altering the structure of the school calendar for several reasons.

The current school calendar has uneven term lengths with a longer autumn and shorter spring and summer terms. The length of each term and associated half-terms is not intentional, and term dates have traditionally been determined by the placement of public holidays such as Christmas and Easter. For example, Easter Sunday does not fall on a fixed date each year, resulting in annual differences in term length.

This is an opportunity to design a calendar intentionally to better support learners, education systems, and families.

Reason 1: A changed school calendar to better support the needs of disadvantaged learners and their families.

Reason 2: A changed school calendar to better support the well-being of learners and teachers and reduce fatigue.

Reason 3: A changed school calendar to better support learning and teaching.

Reason 4: A changed school calendar to better support modern patterns of living and working.

Gathering evidence

To fully explore the policy area, we have conducted a range of evidence gathering activities. These have not all been directly focused on CYP but they all reference impacts relating to CYP. This work has included:

Published in January 2022

[**Effects of changes to the school year and alternative school calendars: review of evidence**](#)

1. A rapid evidence assessment literature review was conducted in 2021 to examine international evidence on the impact of changes to the school year on learner attainment, health and well-being, as well as exploring any impacts on the provision of wraparound care, family life and any other societal impacts.
2. Some key findings included limited evidence that indicated that year-round education delivered small positive effects upon child health outcomes, although many of these effects did not

persist over the school year. Overall, the research identified limited, mixed and inconclusive international evidence and, therefore the report recommended that any proposed programme of school calendar change in Wales should incorporate high quality and thorough evidence gathering.

Published in June 2022

Exploring reform of the school year Beaufort Research report: attitudes towards school year reform in Wales

3. Beaufort Research were commissioned to carry out research to understand perceptions of a school year re-structure. The report involved engaging a broad range of audiences (including parents, learners, business owners, school practitioners and the general public) through quantitative surveys, focus groups and in-depth interviews. Participants were asked questions about their perceptions of the school calendar, whether they were interested in changing the current school calendar, and their opinions of alternative school calendar structures that were presented to them. Further details on the CYP involved in this research are explained further later in this document.
4. Key findings included that participants were reasonably content with the current school year, but there was some openness to considering change. The report recommended that further engagement was needed to ensure the perceptions of different groups were sufficiently represented, such as learners with Additional Learning Needs (ALN) and their parents.

Published in October 2023

Research exploring perceptions and experiences of the current school calendar in Wales

5. Miller Research were commissioned to take forward research looking at learner, parent and school practitioner experiences and perceptions of the current school calendar and the impact on progression, attainment, learner behaviour, fatigue, well-being and secondary school transition, as recommended by Beaufort Research. This work further supports the development of the evidence base by providing individual perceptions and opinions of the current school calendar. Further details on the CYP involved in this research are explained further later in this document.
6. Overall, findings suggest that there is a correlation between the structure of the school calendar and the well-being of learners and school practitioners.
7. Additionally, in terms of progression and attainment those from socially and economically disadvantaged backgrounds are more affected and learners with ALN are the most affected by the current school calendar.

Published in October 2023

Effects of changes to the school year and alternative school calendars: qualitative research and an updated review of the evidence

8. This report sets out the findings from an updated review of the evidence base looking at changes to the school calendar, as well as including findings from interviews with stakeholders in Local Authorities (two from England and seven from Scotland) where changes to the calendar have been made.
9. Key findings show there is evidence of concern that the current school calendar can have a detrimental effect on student attendance and can result in short-term learning loss. In particular, the long summer break might contribute towards a widened disadvantage gap.

10. Additionally, interviewees made up of staff felt that an extended October half-term contributed positively to both staff and student well-being.

As well as the above research commissioned by the Welsh Government, we have also:

- Collated research and evidence from a wide range of publications including Child Poverty Action Group, The Organization for Economic Cooperation and Development (OECD), Education Policy Institute (EPI), Estyn, the Office for National Statistics (ONS), the Department for Education (DfE), National Society for the Prevention of Cruelty to Children (NSPCC), NHS, School Health Research Network (SHRN), and the World Health Organization as well as scholars and other publications.
- Explored the structure of the school year across the world and the impacts of different models.
- Engaged extensively with a wide range of stakeholders who may be impacted by any change to the school year.

We have compiled existing research and data on learner progression and attainment in relation to the school year into a paper, which will be published as an appendix to this document, in due course. Using this research, it is anticipated that the proposals will affect different groups of CYP.

The desired impacts of amending the school year are to reduce learner disadvantage and educational inequalities, improve progression and attainment, support learner and staff well-being and better align the school calendar with modern and future living. The most important aspect being how we structure the school calendar so that high standards and aspirations are achieved for all learners, particularly disadvantaged learners.

Our research demonstrates that disadvantaged groups typically make less progress and attain less highly than their non-disadvantaged peers and also leave school with lower grades and fewer qualifications than their peers. We recognise that not all disadvantaged groups/learners will be disadvantaged in all areas. We also recognise that disadvantaged learners can and do make good progress and attain highly in schools. However, if altering the school year could improve the educational experiences of these disadvantaged learners, this should rightly be explored.

We have specifically considered the definition in “Guidance for supporting vulnerable and disadvantaged learners” (Welsh Government, 2020) as:

- Learners with ALN
- Learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- Care-experienced children, including looked after children (LAC)
- Children of refugees and asylum seekers
- Gypsy, Roma and Traveller (GRT) children
- Learners eligible for free school meals (eFSM)
- Young carers
- Children at risk of harm, abuse or neglect.

(Welsh Government (2020) *Guidance for supporting vulnerable and disadvantaged learners* [Online]. Available at: <https://gov.wales/sites/default/files/publications/2020-08/guidance-supporting-vulnerable-disadvantaged-learners.pdf> (Accessed 03 November 2022)).

Using this definition, we have compiled evidence regarding the impact of the current school year on these disadvantaged groups as well as potential impacts of a changed school year and have drafted a paper of supporting evidence, which will be published as an appendix to this document, in due course.

Impact

Positive impacts to be found, include:

- Similarly structured terms and longer half term breaks promote more stable rhythm for continuous learning over the year.
- More consistent and predictable term lengths help teachers with advanced planning and supports learner well-being.
- A fixed amount of time in the lead up to external examinations offers an 'even playing field' for learners, ensuring they are not disadvantaged by a shorter lead in time.

It is essential to consider how we structure learning and teaching so that high standards and aspirations are achieved for all learners, particularly for learners with ALN and socio-economically disadvantaged learners. When exploring the impacts of the current school calendar, these learners were found to be most affected by the structure, similarly, they also have the most to gain from a different structure (Miller Research Report).

Research suggests that there is a relationship between the structure of the school calendar and the well-being and educational achievement of learners. For example, learning loss which refers to learners falling behind academically during school breaks, is more prevalent during the summer break compared to other breaks, as summer is longer than other school break periods (Miller Research Report).

Time then has to be devoted, during the autumn term, to recover the ground lost rather than advancing learning. However, this recovery can take longer for learners with ALN and those who are socio-economically disadvantaged. Additionally, for learners with ALN, learning loss and disruptions to routine are significant changes, and the school calendar is one contributory factor in this (Miller Research Report). As a consequence, the length of the summer break could contribute to the attainment gap between socio-economically disadvantaged learners and their peers.

As well as this, for low-income families, school breaks can exacerbate existing financial pressures and food insecurity, putting pressure on families as well as learners themselves.

(Kelloggs (2015) Isolation and hunger: the reality of school holidays for struggling families [Online]. Available at: https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/images/who_we_are/press_release/HOLIDAY+HUNGER+REPORT.pdf [Accessed 04 October 2022]

Details: "41 per cent of parents on low household incomes say they sometimes feel isolated in the school holiday due to being unable to afford to go out and entertain their children" (Kelloggs, 2015).

The summer break can be a positive experience for learners who are able to participate in activities that extends learning and promotes social and emotional skills. However, we recognise that other learners are not afforded the same opportunities which can contribute to an attainment gap. Additionally, significant numbers of parents perceive that a six-week summer break is too long, citing boredom, less physical activity and risk of isolation over the break.

(https://cpag.org.uk/sites/default/files/files/policypost/Parents_and_carers_views_on_reform_of_the_school_day_and_year_in_Wales.pdf (Accessed 11 June 2022).

Engaging with CYP

We recognise that any changes to the school year will impact a number of stakeholders, not least learners. As such, engagement with groups of CYP has already taken place (more detail below). Additionally, CYP will be specifically targeted during the consultation.

Beaufort Research

- In late 2021 as part of wider evidence gathering and engagement, Beaufort Research were commissioned to undertake research regarding attitudes to a school year re-structure.
- The views of over 13,000 participants were collected including 3,131 learners aged 7 to 18 forming a mix of economic groupings and regions of Wales.
- Most responses were generated via a link promoted via Welsh Government and stakeholder channels, whilst a smaller proportion came from a survey using an online panel.
- Beaufort Research tested three alternate calendar models with learners and the education workforce, compared to the current model. These were:
 - Model A: Three-week Christmas break and five-week summer break with other breaks remaining as the status quo.
 - Model B: Three-week Christmas break, four-week summer break and two-week breaks in October, February / March and May.
 - Model C: Two week breaks in October, December, February, April and May and a three-week summer break.
- Whilst the models tested were purely illustrative, to prompt discussion, 63% of workforce members and 51% of learners who participated chose a different model to the current structure.
- The Beaufort Research findings showed an 'openness to change' while also recommending further research on different groups including parents and carers of children with ALN and those from particularly disadvantaged backgrounds.

(Beaufort Research, Cazbah. (2022) *Attitudes towards school year reform in Wales Research and engagement findings* [Online]. Available at: <https://gov.wales/sites/default/files/publications/2022-06/attitudes-towards-school-year-reform-in-wales-research-and-engagement-findings-beaufort-research.pdf> (Accessed 11 June 2022).

Miller Research

Following Beaufort Research's recommendations, Miller Research were commissioned to explore the impact the current school year (including term lengths and distribution of breaks) has on:

- Learner progression and attainment, including for disadvantaged learners and those with ALN and Special Educational Needs (SEN).
- Progression and attainment of Welsh medium learners (from non-Welsh homes).
- Low level disruption and behaviour (particularly towards the end of terms and during the autumn term).
- Learner well-being and attendance including fatigue 'pinch points'.
- Teachers' views on whether feeling fatigued impacts their ability to teach effectively and learners views on whether feeling fatigued impacts their ability to learn.
- Whether there is any bearing on the length of the summer term and external examination results.

As part of the above research, Children in Wales were commissioned to consult with learners from schools representing different variables including language medium, eFSM status, rurality,

EAL/WAL level, faith school in both primary and secondary schools. Children in Wales engaged with groups of learners in eight schools to gather their perceptions of the current school year. In total ten classes across eight schools participated. These schools were identified through an opportunity sample (two were Welsh-medium, six English medium, and one special school). Classes covered years 6,7,8,9,10,11, and 12. In total 73 learners participated in this way, of whom 34 were male, 34 female, two non-binary and three had unrecorded gender. Nineteen of the 73 attend a Welsh-medium or bilingual school and eight self-identified as able to speak Welsh. A questionnaire was also shared with the 60 members of the Welsh Youth Parliament, engaging learners with a geographic spread across Wales, spanning a range of age groups. This was designed by Miller Research and circulated via Children in Wales.

Findings conclude 'that alterations to the school calendar could improve levels of well-being and fatigue in learners and staff, help tackle disadvantage, and support learner attainment and progression'.

(Ysgol Y Grango Year 8, Ysgol Calon Cymru Year 10, Ysgol Bryn Castell Year 6 and Year 11, Greenway Year 6, Fitzalan Hugh School Year 7 and Year 12, Ysgol Bro Preseli Year 9, St John Baptist Year 7, Milford Haven Year 11).

[\(Research exploring perceptions and experiences of the current school calendar in Wales \(gov.wales\)\)](#)

Other engagement

As well as the above research, we have engaged with CYP directly through:

- Children in Wales: Special interest group: Session to gather views.
- Universal Children's Day event: Questionnaire.
- Ministerial school visits to engage with Year 7 learners.
- Welsh Youth Parliament: Questionnaire.
- Children's Commissioner Forum.

We have also engaged with the below individual/ groups representing CYP:

- Child Poverty Action Group (CPAG).
- 'Joining the Dots' (parents of ALN CYP).
- Childcare, Play and Early Years National Meeting.
- The Children's Commissioner for Wales.
- Children's Rights Advisory Group (CRAG): made up of children's rights experts from Unicef, the Wales Observatory on Human Rights, Children in Wales and the Children's Commissioner for Wales's office.
- Exploring a re-structure of school day and year internal working group with colleagues across Welsh Government.
- Social Services representatives including Cafcass, Family, Justice Young People's Board and Designated Family Judges: Questionnaire.

Analysing the evidence and assessing the impact

The consultation will look at ensuring terms and half terms are of more consistent length to help regulate learning time to benefit both teachers and learners.

Based on extensive preliminary engagement, three models will be considered as part of the consultation:

Option 1 will be the current school calendar with no changes.

Option 2 will consult on shortening the autumn term by one week and extending the October half-term break to two-weeks. This will make the autumn term more similar in length to the other terms. The following summer break will be one week shorter as a result of extending the October break. The aim is that this enhances learner and education workforce well-being by giving learners and staff a proper break during the longest term.

This would also lessen the potential learning loss from the summer break, which is felt most acutely by socio economically disadvantaged and ALN learners. If the consultation outcome is broadly positive, we will start making changes from September 2025.

Option 2 will also consider the placement of the spring break. In the current structure, we have a school break in the spring term that coincides with Easter. However, as Easter changes date each year, term lengths also can and do change in length.

To combat the frustration of changeable half-term lengths in the spring term, we are considering introducing a spring break that can be de-coupled from Easter. In other words, more equal half-term lengths can be realised by having a spring break at the half-way point of the spring term, which may be at a different time to Easter. We propose this remain as a two-week break and public holidays would still apply, but Easter may not fall during the spring break itself roughly twice in a ten-year period.

Option 3 includes the same proposals as Option 2 as well as exploring an extension to the May half-term break and/or if necessary, moving the break away from the public holiday. This would create more equal half-term lengths in the spring and create more equitable learning opportunities year on year and would include an associated shortening of the summer break by one week.

Option 3 also considers the option to move GCSE results day to the same week as AS/A-level results. This could have benefits, particularly for secondary school staff. These benefits include ‘freeing up’ more weeks within the break to offset a shortened summer break.

The below depicts the policy proposals:

Option 1: The existing school calendar (Status Quo)

The current structure consists of a one-week break in October, two-week Christmas break, one-week break in February, two-week break for Easter, one-week break in May and a six-week summer break.

Option 1	Autumn Term				End of Term 1	Spring Term			End of Term 2	Summer Term				End of Term 3
Breaks		1			2		1		2		1			6
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		

Autumn term (September to December)

- Half-term break: 1 week (in October/November)
- End of term break: 2 weeks (in December/January)

Spring term (January to March/April)

- Half-term break: 1 week (in February)

- End of term break: 2 weeks (in March/April at the same time as Easter)

Summer term (April to July)

- Half-term break: 1 week (in May/June)
- End of term break: 6 weeks (in July/August)

Option 2: A new school calendar (“New Option”) from 2025/26

In this option, we propose a school calendar with a two-week October break, the flexibility to de-couple the spring (“Easter”) break from Easter, and a five-week summer break to be introduced from the 2025/26 school year.

*The February, Christmas and May breaks would not change in this option.

Option 2 (from 2025/26)	Autumn Term				End of Term 1	Spring Term			End of Term 2	Summer Term			End of Term 3
	Sep	Oct	Nov	Dec		Jan	Feb	Mar		Apr	May	Jun	
Breaks		2			2		1		2		1		5

Option 2 changes

Autumn term (September to December)

- Half-term break: 2 weeks (in October/November)
- End of term break: 2 weeks (in December/January)

Spring term (January to March/April)

- Half-term break: 1 week (in February)
- End of term break: 2 weeks (in March/April which could be de-coupled from Easter)

Summer term (April to July)

- Half-term break: 1 week (in May/June)
- End of term break: 5 weeks (in July/August)

Option 3: A New School Calendar (“New Option Plus”) in the future

This option for a new school calendar would be rolled out in two phases.

Option 3 Phase 1: Phase 1 would be implemented from the 2025/26 school year and would be the same as Option 2. In this phase, we propose a school calendar with a two-week October break, the flexibility to de-couple the spring (“Easter”) break from Easter public holiday and a five-week summer break.

Option 3 Phase 2: In addition to the changes in Phase 1, we propose additional changes to the school calendar following implementation of Phase 1 changes. These additional changes include a two-week May break and a four-week summer break. Further changes could also include AS/A level and GCSE results days held in the same week.

*The February and Christmas breaks would not change in either phase of this option.

Option 3 Phase 1	Autumn Term				End of Term 1	Spring Term			End of Term 2	Summer Term				End of Term 3
	Sep	Oct	Nov	Dec		Jan	Feb	Mar		Apr	May	Jun	Jul	
Breaks		2			2		1		2		1		5	

Autumn term (September to December)

- Half-term break: 2 weeks (in October/November)
- End of term break: 2 weeks (in December/January)

Spring term (January to March/April)

- Half-term break: 1 week (in February)
- End of term break: 2 weeks (in March/April which could be de-coupled from Easter)

Summer term (April to July)

- Half-term break: 1 week (in May/June)
- End of term break: 5 weeks (in July/August)

Option 3 Phase 2	Autumn Term				End of Term 1	Spring Term			End of Term 2	Summer Term				End of Term 3
	Sep	Oct	Nov	Dec		Jan	Feb	Mar		Apr	May	Jun	Jul	
Breaks		2			2		1		2		2		4	

	Option 3 phase 1 changes (the same as Option 2)
	Option 3 phase 2 changes

Autumn term (September to December)

- Half-term break: 2 weeks (in October/November)
- End of term break: 2 weeks (in December/January)

Spring term (January to March/April)

- Half-term break: 1 week (in February)
- End of term break: 2 weeks (in March/April which could be de-coupled from Easter)

Summer term (April to July)

- Half-term break: 2 weeks (in May/June)
- End of term break: 4 weeks (in July/August)

The aims of the policy, having been influenced by preliminary engagement, are to support CYP and focus on:

- **Tackling educational inequalities (by ensuring disadvantaged learners are not further disadvantaged by the structure of the school year).**
- **Supporting learner progression and attainment (through consistent term lengths).**
- **Supporting well-being (through the distribution of break periods).**
- **Aligning with modern and future living.**

A nuancing of the current system could also support:

- Safeguarding- if the school summer break is reduced, this also reduces the amount of time learners are away from school in one block which could support safeguarding practices.

We would assess that the potential unintended consequences to be minimal, however, we recognise the potential impacts could be:

- Learners tend to favour a longer summer break, however, there is currently no standard length of summer break, so this is based on perception. It should also be noted that the number of breaks are not changing as part of this work.
- CYP from religious communities may favour an Easter break that aligns with the festival.
- Impact on CYP obtaining summer jobs including agriculture responsibilities (although they are not losing break weeks but could lose capacity to earn during the summer).
- Impacts of CYP on visiting family abroad for a longer time during the summer break.

UNCRC Articles or Optional Protocol	Enhances (X)	Challenges (X)	Explanation
Article 2 (non-discrimination)	X		This policy aims to address disadvantage and discrimination in relation to educational experiences regardless of ethnicity, sex, religion, language, abilities or any other status by creating a structure that is equitable across Wales.
Article 3 (best interests of the child)	X		All organisations concerned with children should work towards what is best for each child. A more balanced school calendar to improve well-being, reduce fatigue and support learning, while not reducing the overall amount of school breaks allowing time for rest and play, is in the best interests of the child.
Article 6 (life, survival and development)	X		The proposals support individuals' ability to thrive by recognising the importance of well-being and offering breaks throughout the year at the right time to promote development. Learners have the same amount of time in education and the same

			<p>number of breaks, however, the amended structure recognises the pressures at particular times of the year and offers breaks accordingly. For example, a reduction in the length of the summer break reduces the amount of time that vulnerable learners are without school support including access to Free School Meals.</p> <p>As there will be no reduction to the overall number of breaks, CYP will continue to be away from school for 13 weeks of the year. It is acknowledged that this policy does not reduce the need for support for 13 weeks, but a different distribution of breaks could be favourable.</p>
Article 12 (respect for the views of the child)	X		<p>Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account. Therefore, specific focus groups have been arranged as part of the consultation for CYP to have their say.</p>
Article 19 (protection from violence, abuse and neglect)	X		<p>Amending the school calendar, including reducing the amount of time CYP are without school contact in one block, helps to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>
Article 24 (health and health services)	X		<p>Restructuring the school calendar is intended to improve well-being and mental health by offering breaks at the right times and ensuring terms are not too long or too short which can be detrimental to well-being and learning. Extending the October break from one to two weeks could support learners during the longest term (autumn).</p>
Article 28 (right to education)	X		<p>Children have a right to an education. Proposals respect that right and there will be no change to the amount of learning time or breaks.</p>
Article 29 (goals of education)	X		<p>Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their own and other</p>

			cultures and the environment. This policy does not impact upon these rights.
--	--	--	--

1. Ministerial advice and decision

The policy proposals have been developed with consideration of the above evidence and impacts. As a result of preliminary engagement evidence and research, we have ruled out several alternative options. For example, we do not intend to propose an option in which the school year would begin in January and end in December.

We have ruled out options with a longer Christmas break as this could place additional financial burdens on families who may need to heat their homes more during the coldest time of the year.

We have also ruled out a summer break of less than four-weeks as we recognise that CYP value the opportunity for an extended school break during better weather months. We have also concluded that the same number of schools days and breaks will be retained, however, the proposal is to redistribute those breaks more evenly over the school year.

2. Publication of the CRIA

Following the ministerial decision, the CRIA will be published on the Welsh Government website.

3. Communicating with CYP

CYP’s views on the proposals have been sought. This is how CYP will be informed of the outcome.

Following the close on the consultation, an announcement on the findings and next steps will be made via a Ministerial Statement. This will be complemented through engagement with CYP via the media. There will also be targeted communication, including via social media channels and Dysg. The intention is also to engage directly those CYP who were directly engaged with as part of the consultation.

4. Monitoring and Review

Following the consultation this document will be updated to reflect the consultation responses. These responses will also influence the final proposal and will determine whether any additional amendments will be made to the school calendar.

Any changes to the CRIA will be renamed as a review of the original CRIA. The reviewed impact assessment will be presented to Ministers with any proposals to amend the policy, practice or guidance. This reviewed CRIA will also be published.