

Developing and maintaining a shared understanding of progression The Federation of Tavernspite and Templeton School

Background

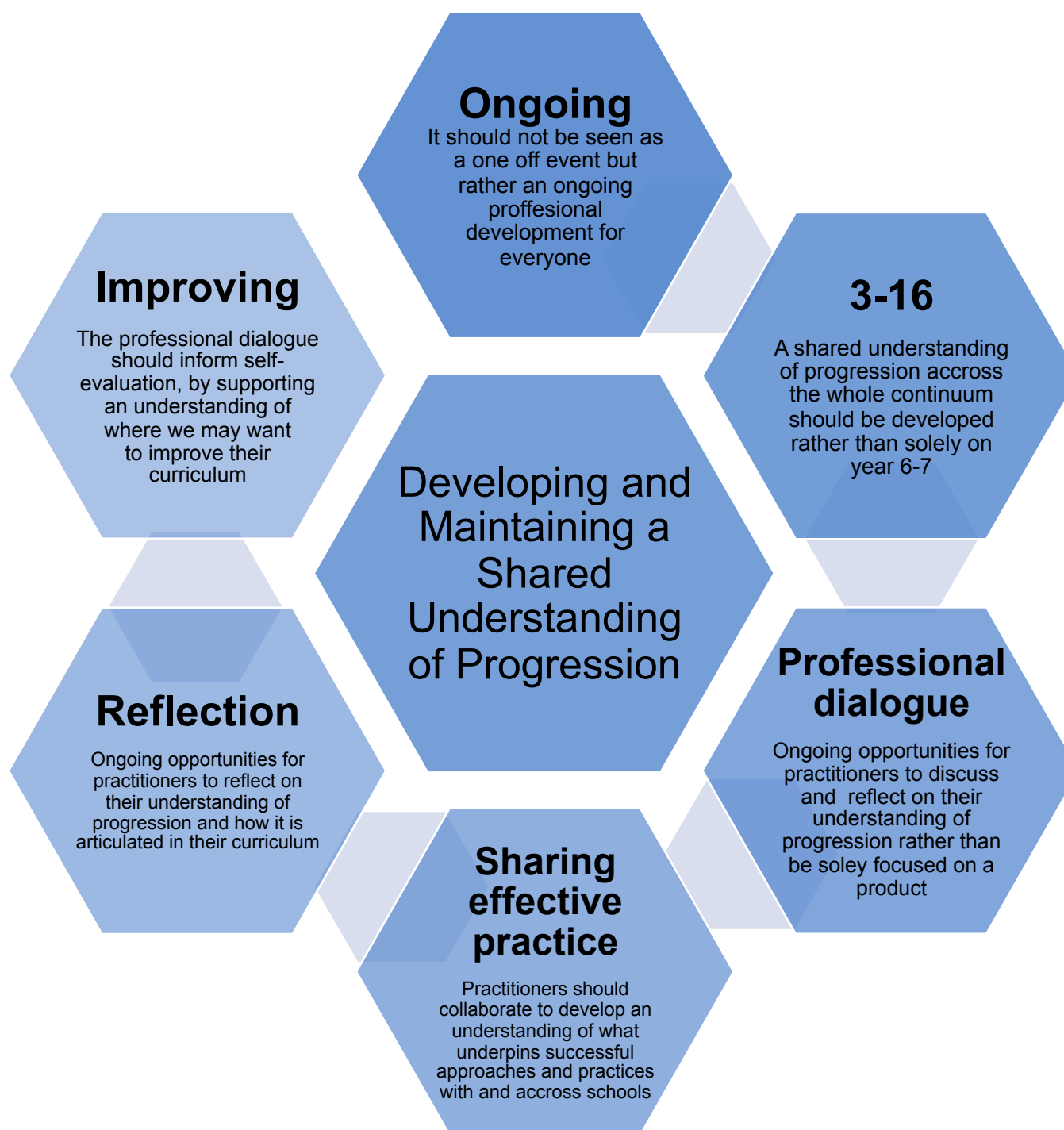
In line with a Ministerial Direction pursuant to section 57 of the Curriculum and Assessment Act 2021, The head teacher and governing body of maintained schools and maintained nursery schools are directed to;

- Make arrangements for practitioners from the schools to participate in on-going professional dialogue within the school for the purpose of developing and maintaining a shared understanding of progression.
- Make arrangements for practitioners from the schools to participate in on-going professional dialogue within the cluster for the purpose of developing and maintaining a shared understanding of progression.
- Make arrangements for practitioners from the schools to participate in on-going professional dialogue beyond the cluster for the purpose of developing and maintaining a shared understanding of progression.

The relevant persons from all schools and other settings are directed to outline in a plan the arrangements put in place to meet the relevant requirements set out in this direction. The plan must also outline how the outcomes of professional dialogue will inform:

- Future professional dialogue and
- Both curriculum and assessment:
 - ☐ design (save for a provider of funded non-maintained nursery education who adopt a Welsh Government curriculum), and;
 - ☐ Teaching and learning practices within the school/setting.

The plan must be kept under review



Principles for developing and maintaining a shared understanding of progression

Our plan on a page

Within the school	Within the cluster	Outside of the cluster
□ Every member of staff to be a part of the ongoing co-construction of the curriculum to ensure that the curriculum designed enables learners to make progress in the ways described in the principles of progression, supporting them to develop towards the four purposes □ Ongoing Staff CPD to understand the principles of progression □ Progress meetings regularly held between staff □ Every member of staff to be a part of the ongoing self-evaluation and quality assurance processes of the curriculum to ensure that the curriculum designed enables learners to make progress in the ways described in the principles of progression, supporting them to develop towards the four purposes □ Practitioners to observe other practitioners within the school to develop understanding and see effective practice. □ Share effective practice consistently e.g during staff meeting, bulletin etc	□ Practitioners and schools to act on the agreed transition plan which is reviewed annually □ Collaborating with other schools on CPD e.g. Twilight, Inset days etc Sharing resources, pedagogical approaches with other schools □ Providing ongoing opportunities for practitioners to compare their thinking with other schools, ensuring some consistency of expectations but while still offering flexibility at the same time Examples of the “threads/concepts in action” to be shared with other practitioners to deepen understanding of progression and share effective practice □ When/if applicable, practitioners to visit practitioners within the cluster to develop and maintain a shared understanding of progression and see effective practice.	□ Schools to work with other schools from beyond their cluster through formal arrangements made by SLT □ Practitioners to attend national/regional networks, conversations and other CPD opportunities e.g. Partneriaeth AoLE Networks, Talk Pedagogy, CAMAU project etc □ Practitioners to work with National organisations e.g. Careers Wales, The Art Council for Wales, WJEC etc

Developing and maintaining a shared understanding of progression **within our school**

Action	Rationale and desired impact How will this action inform ☐ future professional dialogue ☐ both curriculum and assessment: ➤ design ➤ learning and teaching practices within the school
Every member of staff to be a part of the ongoing co-construction of the curriculum to ensure that the curriculum designed enables learners to make progress in the ways described in the principles of progression, supporting them to develop towards the four purposes	To ensure equity for learners within our school, it is important that there is a shared understanding of the fundamentals of curriculum design, along with a shared understanding of learner progression, including expectations around what progression may look like and the pace at which learners may progress. Only by creating opportunity for practitioners to own the reform process in their schools and settings, for them to feel valued and empowered by that process, and to feel motivated to contribute to its continuing development, can we ensure the long-term success of the reforms Continuous co-construction will ensure coherent progression for learners throughout their learning journey and in particular at points of transition
Ongoing Staff CPD to deepen their understanding of the principles of progression	The Principles of Progression provide a starting point for discussions we seek to collaborate in order to develop a shared understanding of progression. A successful curriculum is supported by intellectual engagement with a range of quality research, expert input and international expertise. Positive expert input should understand and share the vision for curriculum and recognise the importance of high quality teaching and learning that will allow learners to make meaningful progress.

Learner Progress meetings regularly held between staff	We recognise the centrality of progression and its role in curriculum and assessment design. Our learner progress meetings will allow facilitate opportunities for practitioners to think and talk about learner progress and consider how their self-evaluation and improvement activities will support learner progress. Information that comes from these meetings regarding learner/s progress will be used to identify strengths and areas for improvement.
Every member of staff to be a part of the ongoing self-evaluation and quality assurance processes of the curriculum to ensure that the curriculum designed enables learners to make progress in the ways described in the principles of progression, supporting them to develop towards the four purposes	We want to give ongoing opportunities for all practitioners to reflect and evaluate on progression and how it is articulated in their curriculum. The Principles of Progression provide a starting point for us as we seek to collaborate in order to develop a shared understanding of progression. Our self-evaluation processes should bring equity between different voices in our team rather than one voice giving direction. It should recognise that every voice within the process brings a valid contribution. It should be separate from management and responsibility hierarchies, allowing everyone to challenge and be challenged. Information that comes from these processes regarding learner/s progress will be used to identify strengths and areas for improvement.
Practitioners to observe practitioners within the school to develop understanding and see good practice. Share good practice consistently e.g during staff meeting, bulletin etc	This will allow practitioners to see the curriculum design in action and ensure their joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this – drawing on the principles of progression, statements of what matters, and descriptions of learning. It will allow practitioners to reflect on their expectations for progression, to ensure coherence and equity between schools, and sufficient pace and challenge in their approach. We want to strengthen understanding of approaches and practice within our school to best support our learners.

Developing and maintaining a shared understanding of progression **within our cluster**

Action	Rationale and desired impact How will these actions inform ☐ future professional dialogue ☐ both curriculum and assessment: ➤ design ➤ Learning and teaching practices within the school
Practitioners and schools to act on the agreed transition plan	A shared understanding of progression is integral to our curriculum design and improving learning and teaching and is essential to support every learner to progress. We hope that working with other practitioners from other schools/settings will give practitioners the opportunity to share and reflect on the impact of their school curriculum, their experiences of the learning process and of supporting all learners to make progress.
Collaborating with other school/s on CPD e.g. Twilight, Inset days etc Sharing resources, pedagogical approaches with other schools	Through working with our cluster, we hope to ensure Coherence - developing a shared understanding of progression at a cluster level helps to ensure learners' experiences are joined up, authentic and relevant and helps to identify how to sequence learning effectively. This helps ensure that learners make continuous progress and supports them to progress over time.
Providing ongoing opportunities for practitioners to compare their thinking with other schools, ensuring some consistency of expectations but while still offering flexibility at	Smooth Transitions - a shared understanding across a cluster ensures the best possible transitions within and between schools and settings. <u>It is important that our learners are not on a back foot through these transitions, but we all need a clarified, shared understanding of progress to ensure we are all working towards the same goal for the learnings.</u> Our cluster transition policy will support this further.

the same time Examples of the threads in action to be shared with other practitioners to deepen understanding of progression and share good practice	Pace and Challenge of Expectations - Shared understandings within the school and cluster helps practitioners to explore whether their expectations for the learners are sufficiently challenging and realistic and whether any support is required by individuals, further supporting equity for all learners.
When/if applicable, practitioners to visit practitioners within the cluster to develop and maintain a shared understanding of progression and see good practice.	

Developing and maintaining a shared understanding of progression **outside of our cluster**

Action	Rationale and desired impact How will these actions inform ☐ future professional dialogue ☐ both curriculum and assessment: ➤ design ➤ Learning and teaching practices within the school
Practitioners to attend national/regional networks, conversations and other CPD opportunities e.g Partneriaeth	We want to provide ongoing opportunities for practitioners to compare their thinking to other similar schools and settings, providing a level of consistency of expectation while retaining local flexibility. By working outside of our cluster we hope to strengthen understanding of approaches and practice between schools and settings, including, where relevant, funded non-maintained nursery settings, PRUs and other

AoLE Networks, Talk Pedagogy, National Networks, CAMAU project etc	EOTAS providers.
Practitioners to work with National organisations e.g. Careers Wales, The Art Council for Wales, WJEC etc	To ensure equity for learners within our school, cluster and across Wales, it is important that there is a shared understanding of the fundamentals of curriculum design, along with a shared understanding of learner progression, including expectations around what progression may look like and the pace at which learners may progress. Working networks and practitioners, we can share and learn from each other's understanding of progression and collaborate to develop shared approaches to curriculum design. This in turn will allow us to implement an effective curriculum with the highest standard of teaching and learning.