



Llanedeyrn
Primary School

Developing a Shared Understanding of Progression under the Curriculum for Wales

Objective

To ensure that all members of the Cluster have a clear and shared understanding of progression in the new Curriculum for Wales and can effectively implement this within their schools.

Timeline

This action plan will span the next 3 years and beyond for ongoing support and improvement.

Year 1 – Humanities, Health and Well-being, Science and Technology

Year 2 – Healthy Schools and Nurture Provision

Year 3 – To be decided

Step 1 – Establish a Team

Identify a team responsible for coordinating and leading this effort.

- The team consisted of the Deputy Headteachers of the Cluster schools.

Step 2 – Conduct a Needs Assessment

To identify the specific areas where teachers and staff require support and understanding of progression.

- This was undertaken in the Cluster schools through discussions in staff meetings, informal talks, and in planning sessions.

Step 3 – Professional Learning

Develop a professional development plan that addresses the identified needs.

- Each school organised their own development plan to address the needs of their staff. Our School formulated the Post Inspection Action Plan to develop a programme of professional learning tailored to our staff and their needs within the 12 Pedagogical Principles.

Step 4 - Resources and Materials

Ensure that each member of staff has access to the necessary resources and materials, including the latest curriculum documents, exemplar materials and assessment tools.

- Resources were shared between schools, and developed by the Team. The new Curriculum for Wales guidance documents were available to all staff, and time was given for staff to become aware of what these were.

Step 5 – Collaborative Planning

Encourage collaborative sessions among staff to discuss how progression can be integrated into their teaching plans.

- Deputy Headteachers led the initial planning sessions to provide an over-arching view that included Conceptual Challenges shared by the Cluster. Staff within schools were then supported to plan these into their long-term plans.

Step 6 – Ongoing Training

Provide ongoing training and support through the school year.

- Deputy Headteachers meet regularly to discuss and amend planning. Teachers are provided with support within their schools through the planned professional learning programme and relevant external programmes.

Step 7 – Implementation within the Schools

Support teacher in implementing their progressions in their classrooms through observations, feedback and sharing of best practice.

- Teachers worked in Year Groups then Phases to begin implementing the curriculum and ensuring progression throughout the School. Planning meetings were held and teachers were able to work alongside each other to develop their expertise in these areas.

Step 8 – Assessment and Evaluation

Develop a system for assessing and evaluating the effectiveness of the progression in teaching and learning by analysing pupils' work and teacher feedback.

- Each school has developed their own programme of Book and Digital Evidence Scrutiny. This is shared within the Cluster to develop a shared understanding of how the plans look in practice.

Step 9 – Adjust and Improve

Use assessment and evaluations to make the necessary adjustments to the professional development plan and seek feedback from teachers for improvement.

- Teachers have given feedback as they go along and amend planning to suit the needs of the pupils in front of them. This allows them to be responsive to their learners.

Step 10 – Communication and Documentation

Ensure clear communication with Parents and Carers, Governors, and the broader School Community about the new Curriculum for Wales, and the benefits of progression-based learning.

- Curriculum Plans are shared on Schools' websites and through meetings with Parents and Carers. Our School invites families in to work alongside their child and this helps Parents and Carers to understand more about the new Curriculum for Wales and how it looks from class to class, school to school.

Step 11 – Celebrate Successes

Recognise and celebrate the achievements and success of teachers and pupils in effectively implementing progression within their teaching and learning.

- Schools have their own programmes for sharing success but the Cluster serves as a place where teachers have brought their work to share as good practice.

Step 12 – Peer Learning Communities

Encourage the formation of peer learning communities where teachers can share experiences and strategies relating to progression.

- Currently only Deputy Headteachers have met face to face but INSET Days provide an ideal time for Cluster work where teachers can share good practice and develop their understanding of progression.

Step 13 – Sustainability

Plan for the sustainability of the programme by integrating understanding of progression into teacher induction programmes and ongoing professional learning.

- Cluster Deputy Headteachers have time to plan for the next stages of the programme and to ensure that all new staff have the fullest induction so that they are as equipped as those who have been on the whole journey within the Cluster.
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Step 14 – Feedback Loops

Establish regular feedback loops to gather input for teachers and other staff that allows them to influence the direction and focus of the ongoing professional learning programme.

- Staff in all schools have the opportunity to feedback their ideas through professional learning feedback and through staff meetings, INSET Days and formal planning sessions.

Step 15 – Reporting and Accountability

Provide regular reports to the School Leadership and relevant stakeholders on the progress of the initiative including successes, challenges and areas for improvement.

- The Deputy Headteacher reports to the Senior Leadership Team and to the Teaching, Learning and Standards Sub-Committee of the Governing Body.

Step 16 – Reassess and Adapt

At the end of each school year, reassess the initiative and adapt the action plan for the next academic year based on the feedback and data collected.

- Deputy Headteachers meet at the end of the year to discuss any challenges and successes, also to amend the programme and to continue any incomplete projects. This feeds into their plan for the following academic year.