

Hook Community Primary School



Developing and Maintaining a Shared Understanding of Progression

Background

In line with a Ministerial Direction pursuant to section 57 of the Curriculum and Assessment Act 2021, the Headteacher 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 will be reviewed every 12 months.



Within the school	Within the cluster	Outside of the Cluster
<p>Professional Dialogue</p> <ul style="list-style-type: none"> • 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 Professional Learning to understand the principles of progression <p>Sharing Effective Practice</p> <ul style="list-style-type: none"> • Ongoing Staff Professional Learning to share effective teaching & learning strategies which support pupil progress e.g. Formative assessment <ul style="list-style-type: none"> • Practitioners to observe other practitioners within the school to develop understanding and see and reflect upon effective practice across the cluster and triad of small schools • Share effective practice consistently, for example, during staff meetings. <p>Reflection</p> <ul style="list-style-type: none"> • Termly progress meetings held between teachers and SLT to carefully plan ways forward for each pupil <p>Improving</p> <ul style="list-style-type: none"> • Every member of staff to be a part of the ongoing self-evaluation and quality 	<p>3-16</p> <ul style="list-style-type: none"> • Practitioners and schools to act on the agreed transition plan which is reviewed annually <p>Professional Dialogue</p> <ul style="list-style-type: none"> • Share threads with other practitioners to deepen understanding of progression in Knowledge, Skills and Experiences • Collaborate with AOLE Lead Teams and Senior Leadership Teams during scheduled Professional Learning Fridays (from September 2023) and joint Cluster Inset days (x2) to develop a curriculum which promotes continuity in learning for Y5/6 into Y7/8 transition pupils. • 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. Aiming to deepen understanding of progression and share effective practice. • Collaborate with lead practitioners for CWRE, RVE and RSE and other relevant areas to support cluster work. <p>Sharing Effective Practice/ Reflection</p> <ul style="list-style-type: none"> • AOLE Lead Teams to share effective teaching & learning resources, as well as pedagogical approaches for 'closing the gap' with other schools 	<ul style="list-style-type: none"> • Continue to work closely with Partneriaeth AOLE Leads to work with other schools from beyond our cluster, through formal arrangements made by the SLT. • C4W Leads to attend national/regional networks, conversations and other PL opportunities e.g. Partneriaeth AoLE Networks, to strengthen curriculum provision • Practitioners to continue working with National organisations e.g. Careers Wales, The Art Council for Wales, WJEC, SACRE

<p>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</p>	<p>- Practitioners to observe other practitioners within Cluster schools to develop and maintain a shared understanding of progression and reflect upon effective practice</p> <p>Improving</p> <ul style="list-style-type: none"> • Further developing shared transition language, an understanding of the principles of progression and common assessment language across the cluster to further improve continuity for transition. 	
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Developing and maintaining a shared understanding of progression within our school

<p>Action</p>	<p>Rationale and desired impact How will this action inform:</p> <ul style="list-style-type: none"> • future professional dialogue • curriculum and assessment design • pedagogies
<p>Professional Dialogue</p> <ul style="list-style-type: none"> • 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 Professional Learning to understand the 'Principles of progression.' 	<p>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.</p>
<p>Sharing Effective Practice</p> <ul style="list-style-type: none"> • Ongoing Staff Professional Learning to share effective teaching & learning strategies which support pupil progress e.g. Formative assessment • Practitioners to observe other practitioners within the school to develop understanding and see and reflect upon effective practice • Share effective practice consistently, for example, during staff meetings. 	<p>This will enable practitioners to reflect on curriculum design and ensure shared expectations around learner progression. Opportunities for practitioners to reflect on their understanding of progression, to ensure coherence, parity and equity within the school. We want to strengthen understanding of approaches and practice within our school to best support our learners.</p>
<p>Reflection</p> <ul style="list-style-type: none"> • Progress meetings regularly held between staff 	<p>Our learner progress meetings will provide opportunities for practitioners to focus both individual and cohort learner progress, identifying strengths, next steps and areas for improvement, both at a child and adult level.</p>
<p>Improving</p> <ul style="list-style-type: none"> • Every member of staff to be a part of the ongoing self-evaluation and quality assurance 	<p>Our self-evaluation processes will provide equity for all voices in our team, ensuring that</p>

<p>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</p>	<p>reflection leads to improved practice in an ongoing school improvement cycle.</p>
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