

What helps us create progression in our schools settings?

Purpose of this resource

We have developed this resource to:

- support schools and settings in **developing a shared understanding of progression**
- support the creation of a **whole-school mindset and culture** that supports progression
- suggest ways to put that **mindset into practice**

What this resource does

This resource:

- brings together the reflections of practitioners on the approaches and practices that have supported them to think about and develop progression in their curricula, across three key elements or “cogs” that need to work together
- puts culture and mindset as the first and most important stage in building our approaches to progression
- explores these key elements that support progression and sets out our key messages, principles, and questions to support planning
- contains links to further materials to inform your thinking – right-click and open these in a new tab to keep your place in the document!

How to use this resource

- The resource is designed to be applicable to different types of schools and settings, and should be accessible to schools and settings at different stages
- It provides a framework to build a shared understanding of progression and put it into practice, while being flexible to apply in different contexts – use it to reflect individually on your approaches, or to inform planning discussions with colleagues
- It recognises and celebrates difference, while offering a series of overarching messages and points for consideration that should be helpful to all
- Some parts of this resource may reflect what you are already doing – and that’s okay – other parts may be more helpful!

It should be helpful as:

- a tool for reflecting on your current approaches
- an aid to discussion and planning in your setting or cluster
- a scaffold to develop thinking and practice in line with curriculum goals

But it is not:

- a firm instruction for schools to follow to the letter
- a checklist of things to consider only once – but rather something to help ongoing consideration and improvement

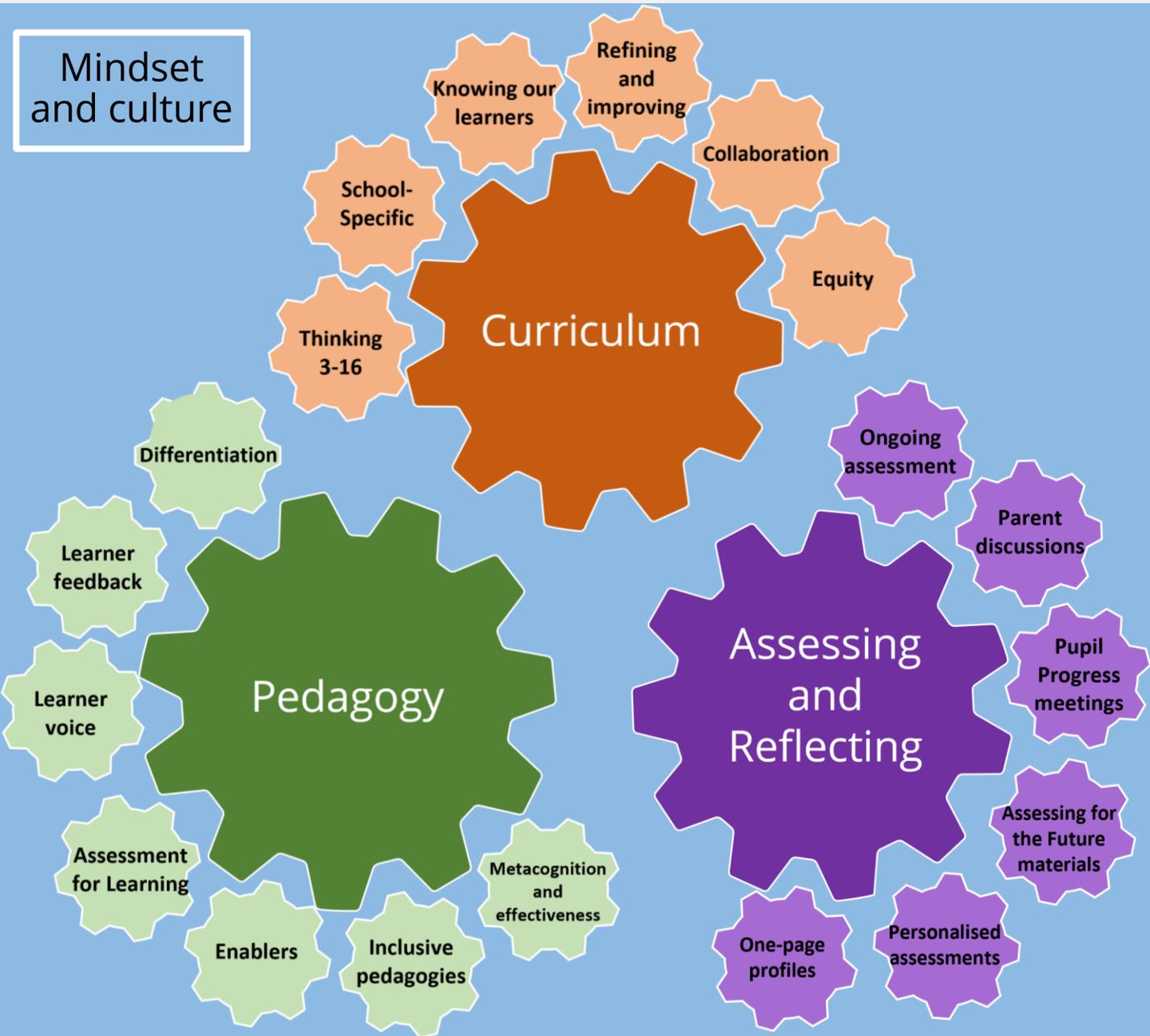
Our approach

We see **four key elements** to developing a shared understanding of progression and putting it into practice within our settings:

- 1 A **mindset and culture change** that helps us think in new ways about progress
- 2 Effective **curriculum design processes** that ensure a shared understanding of *what* we are trying to teach
- 3 Appropriate **pedagogies and teaching and learning strategies** that support learner development
- 4 Forward-looking, appropriate **assessment**, which informs reflection on the progress learners are making, and their next steps

These need to **work together** to support learner progress, and we should consider how different elements of practice can help us do this

Mindset
and culture



1 Mindset and culture change

Key message

Building an appropriate mindset and culture is essential to developing a shared understanding of progression

What do we mean by culture change?

- **Shifting our mindset:** we and all our stakeholders need to be open-minded and prepared to think differently to the way we have before about progression **for all learners**
- **Developing a clear vision** for pedagogy and progression that anchors you and keeps a consistent goal – **be brave!**
- **Embracing ongoing change and development:** understanding how a change process works (people-centred) – change is **iterative** and part of a long-term policy of reform
- **Being research-informed and reflective:** drawing on research to inform our practice, including in **curriculum design, pedagogy, assessment** and **reflection**
- **Understanding progression is individual to the learner:** that means **supporting everyone** to make the best progress that they can – **whatever their starting point or needs** – while continuing to set **high expectations** and stretching them in their learning

Leaders need to set this culture from the top – think of the learner in every decision you make!

Developing a mindset for progression

Developing a shared view of what progression is...

- ☑ the essence of **what changes over time for a learner**
- ☑ **a continuum of increasing sophistication of understanding and skills** as young people move through their learning journey
- ☑ a process **individual** to the learner – learners do not move forward at the same rate or with the same degree of depth and progression. It is an **expedition**, with stops, detours and spurts.

And what it isn't...

- ✗ only about **grade or level expectations**, unlike curriculum models in other countries
- ✗ a series of **discrete events or checkpoints**, but rather a **trajectory of development** that connects knowledge, concepts and skills over time

2 Curriculum design processes

Key message

How we design our curriculum is key to supporting progress, and our curriculum should evolve over time to enable progression

What should we consider when developing our approach? Why?

The Curriculum for Wales Guidance sets out **what** elements to include in our curriculum design, including on the progression steps and principles of progression. To support a shared understanding of progression, **how** we develop our curriculum is also crucial:

- **Collaboration:** we need to work together within our setting, and with other schools in our cluster, to plan for the progress we want learners to make
- **School-specific:** we need to make the curriculum our own, specific to our context and learners – what do we want our learners to learn, and why?
- **Knowing our learners:** we need to know where learners are right now, where we want them to go, and how they can get there – we feed this into our curriculum design and ongoing review
- **Thinking 3-16:** we should have an awareness of not just our own context, but the learner's broader journey from 3 to 16 and use this to support transitions – how can our curriculum help learners build the skills, knowledge, and dispositions they will need later on?
- **Equity:** our curriculum should be accessible to all learners
- **Refining and improving:** as we go forward, we need to be ready to revisit our curriculum to build on what we know supports progress, and change what isn't working

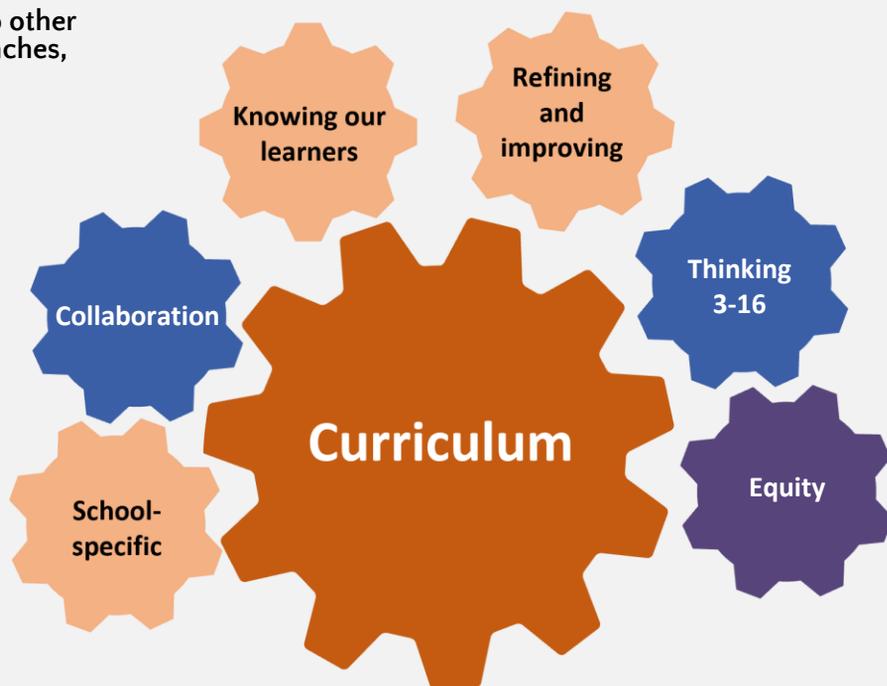
Learners guide our curriculum design, not the other way around

Some of these cogs provide links to other materials to help build your approaches, including other schools' work:

Curriculum guidance

Examples and case studies

Resources and supporting materials



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3 Pedagogy and teaching and learning strategies

Key message

We should use a range of approaches, dependent on school context and learner need to support progression

What should we consider when developing our approach? Why?

We should draw on the [12 pedagogical principles](#) to inform all our approaches to teaching and learning.

We should use a range of teaching and learning strategies, as appropriate, to support progression. These might include:

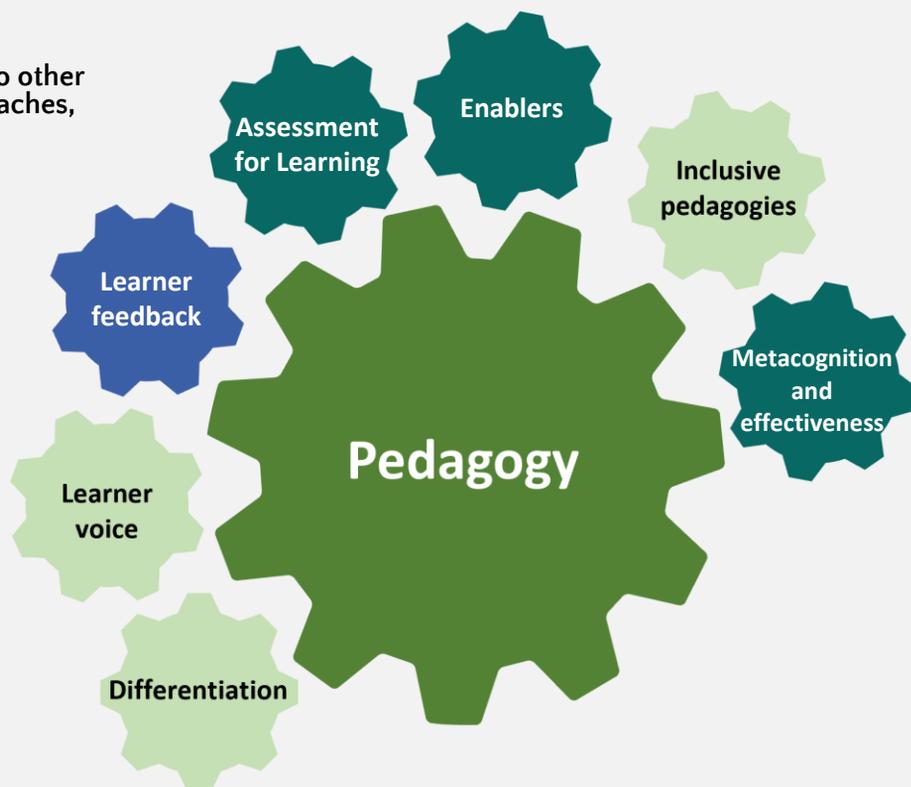
- **Assessment for Learning:** forward-looking, appropriate assessment focusing on next steps – reflecting the principles and purposes of assessment in the guidance
- **Providing good feedback to learners:** learners need to understand what they need to do next to develop through helpful, ongoing feedback that forms part of teaching and learning
- **Metacognition and learner effectiveness:** learners need the right growth mindset to apply their knowledge and progress in learning – we can help develop this through the integral skills
- **Learner voice:** learners should be engaged and involved in the learning process
- **Differentiation:** where appropriate, tailoring your approaches to individual learners' needs
- **Inclusive pedagogies:** where appropriate, teaching in a way that supports all learners to progress, and taking responsibility for that progress
- **Enabling adults, engaging experiences and effective environments:** we should be mindful of approaches that support all learners in early learning as well as learners with additional learning needs

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4 Assessing and reflecting

Key message

We need to reflect on learner progress to inform curriculum and pedagogical change and to drive progression

Assessment should focus on **developing** rather than **demonstrating** learners' progress, meaning:

- Using **assessment to inform** understanding of the progress that has been made
- Understanding **how** this progress has been made
- **Reflecting** on this and using this to **inform what happens next** to support further progress

Reflecting on progress

To help us reflect on the progress that learners are making, we should draw on a range of sources:

- **Ongoing assessment:** what does this tell us about the progress learners are making?
- **Internal information:** what other information do we have to support our reflection on progress?
- **Personalised assessments:** what do these tell us about the progress learners are making?

This information supports our processes of reflection, which could include:

- **Pupil progress meetings:** discussing how pupils are progressing and our next steps
- **Parent discussions:** discussing with parents how their child is progressing through learning
- **Pupil case studies:** setting out learners' progression journeys

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Curriculum guidance

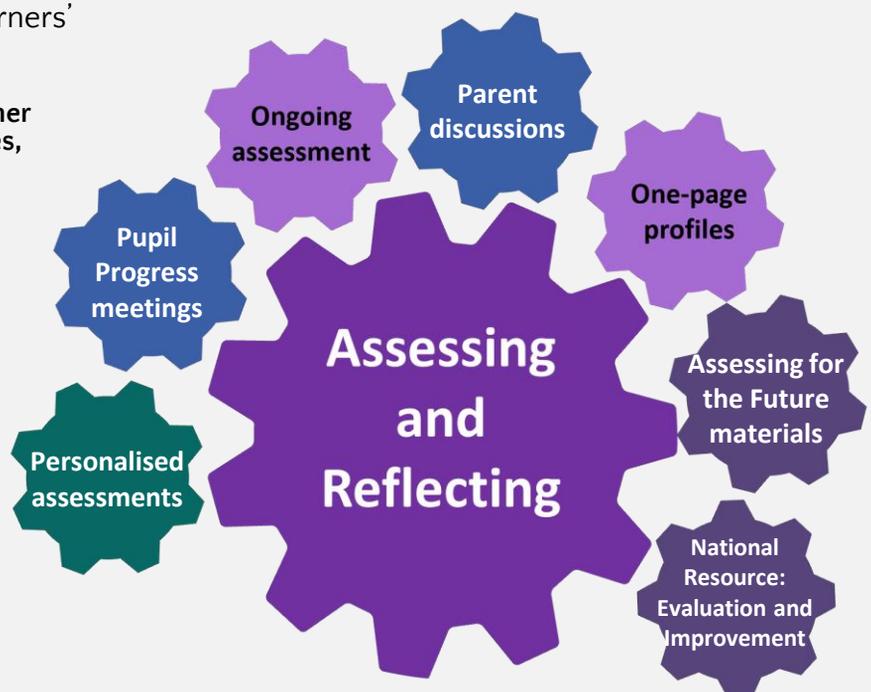
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Articulating progress

Drawing on that information, we can articulate that progress in different products to help us see the overall picture of progress and inform relevant stakeholders. This could include:

- **One-page profiles:** a profile of positive information about the learner and how to support them
- **Pupil progress profiles:** creating a profile for learners that allows them to reflect on achievements and next steps and records their progress over time



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