

How is the curriculum and assessment design process meant to work?

ASK: Why does this learning matter?
Why does it matter to **YOUR** children?

DESIGN: How does this learning
support **YOUR** learners to progress?

TEACH: How does learning and
teaching support this learning?

REFLECT: How are **YOUR**
learners progressing over time?

LEADING WHOLE-SCHOOL DESIGN

- 1 Consider your school's values and local context and how they inform learning.
- 2 What lessons have you learned from evaluating your curriculum, learning and teaching so far?
- 3 Ensure ongoing professional dialogue about why learning matters, sharpening the purpose of learning in each classroom and learning environment.
- 4 Consider what learning can help develop learners' motivation and independence to become increasingly effective learners.

- 1 Facilitate collaboration within and across teams to ensure the learner's experience is coherent. How do we ensure sustained progress over time? How can different specialisms contribute to learning?
- 2 Engage with a wide range of stakeholders and the communities around your setting to understand how they can contribute to learning and how your curriculum supports learners to understand the world and their place in it.
- 3 Outline a broad range of learning and opportunities to enable learners to progress as described in the principles of progression. Support and validate planning to ensure learning is challenging, broad and deep.
- 4 Be clear about expected progression and learner development and ensure this is understood appropriately across enabling adults (class teacher, support staff, parents and carers) and learners.

- 1 Facilitate discussion and use of a range of appropriate pedagogies to ensure learning is engaging and supports learners to understand the identified learning (knowledge, skills and experiences).
- 2 Ensure literacy, numeracy and digital competence are applied and advanced authentically across the learning and teaching, supporting the skills integral to the four purposes.
- 3 Ensure assessment opportunities draw on a broad range of approaches and information, providing opportunities to notice, analyse and respond to learning the observed.
- 4 To what extent is the school's design of assessment arrangements supporting individual learners on an ongoing, day-to-day basis?

- 1 Monitor learners' progress to identify trends and where particular support and stretch is needed.
- 2 To what extent is the school's evaluation of individual learner and group progress over time, drawing on a wide range of assessment information and professional judgment?
- 3 Evaluate learning to ensure it is both developmentally and pedagogically appropriate and challenging.
- 4 Evaluate how learning and your designed curriculum is supporting learner progression, enabling learners to progress in the ways described in the principles of progression.

SUPPORT FOR CLASSROOM PRACTITIONERS

- 1 What are learners' needs, contexts and interests? What do learners know? What have they already experienced? How can learning respond to these and broaden their understanding of the world?
- 2 Select possible essential questions/contexts for learning/knowledge, skills and experiences to support this understanding.
- 3 Engage with the purpose of current and proposed learning - why is it worthwhile? Why does it matter to your learners? How does it challenge them?
- 4 How could this proposed learning help learners develop towards the capacities and dispositions underpinning the four purposes.
- 5 Identify what knowledge, skills and experiences would support the purpose for learning - how does it support the conceptual understanding within the statements of what matters?

- 1 Keep refining learning, asking why it matters.
- 2 Consider what other knowledge, skills and/or experiences might enable breadth and depth for learner progression.
- 3 Clarify learning intentions with reference to progression of the whole child in supporting development towards the four purposes.
- 4 Identify how this learning is enabling learners' progression. How is it supporting progress towards the four purposes? How is it supporting progress towards the principles of progression and the descriptions of learning?
- 5 Use the descriptions of learning to understand the challenge, breadth and depth of the proposed learning.

- 1 Plan learning experiences which bring identified learning to life. Consider how experiences help learners develop identified knowledge, skills and experiences. Consider what pedagogies are most appropriate for this.
- 2 Consider how a range of enabling adults and effective environments can help learners best understand and develop in identified learning.
- 3 Within an inclusive environment, design a range of teaching and assessment opportunities, drawing on a range of appropriate pedagogy coherent with a learner's stage of development.
- 4 Consider whether there are authentic opportunities to apply and advance skills, including literacy, numeracy, digital competence and skills integral to the four purposes in learning.
- 5 Create a broad range of opportunities for assessment that assess understanding of the identified learning and knowledge, skills and experiences. Consider how this can support development towards the four purposes through the principles of progression.

- 1 Consider a wide range of assessment information about learners as indicators of likely progress.
- 2 Evaluate learners' progress. How are learners developing as described in the principles of progression? How are learners authentically demonstrating the capacities and dispositions within the four purposes? How are they progressing in their knowledge and skills in relation to curriculum expectations?
- 3 Consider how best to communicate this evaluation to other professionals and with parents and carers.
- 4 Reflect on how learners can demonstrate and understand their progress through developing their own learning portfolio.
- 5 Reflect on the impact of teaching approaches to identify strengths and areas for development to inform future curriculum design.

LINKS TO RELEVANT ELEMENTS OF THE CURRICULUM FOR WALES FRAMEWORK UNDERSTANDING

[Four purposes](#)
[Statements of what matters](#)
[Cross-curricular skills and integral skills](#)
[Designing your curriculum](#)
[Continuing the journey](#)

[Four purposes/Principles of progression](#)
[Statements of what matters](#)
[Using descriptions of learning to understand appropriate level of challenge, breadth, and depth](#)
[Designing your curriculum themes within areas of learning and experience](#)
[Cross-cutting themes](#)

[Four purposes](#)
[Principles of progression](#)
[Cross-curricular skills](#)
[Assessment guidance](#)

[Four purposes/Principles of progression](#)
[Assessment guidance](#)
[Statements of what matters](#)
[Using descriptions of learning to support an understanding of learners' progress over time](#)
[Continuing the journey](#)
[School improvement guidance](#)