

Communicating with stakeholders about progression

These materials are designed to support thinking in schools about how to understand progression in and beyond their own context. They may also provide a helpful framework to support clusters of schools in developing their shared understanding of progression. Ideas around progression should be considered as part of the process of curriculum design and evaluation, rather than as a separate element. It may also be helpful to consider how culture and mindsets may need to change to support the realisation of Curriculum for Wales within a school or cluster.

Key curriculum guidance on progression

The key Curriculum for Wales Guidance on progression can be found here:

[The Curriculum for Wales - Progression Code](#)

[Supporting learner progression: assessment guidance](#)

[Supporting materials for curriculum, assessment and evaluating learner progress](#)

[Evaluating learner progress](#)

The five overarching principles of progression are:

1. Increasing effectiveness as a learner
2. Increasing breadth and depth of knowledge
3. Deepening understanding of the ideas and disciplines within Areas
4. Refinement and growing sophistication in the use and application of skills
5. Making connections and transferring learning into new contexts

Communicating progression

These reflective questions are designed to help you review, refine and develop your thinking around learner progression. This provides a guide rather than an exhaustive list and you might want to develop your own questions as you work through the materials here.

1. To what extent have you established a shared understanding of what progression looks like for individual learners and groups of learners in your school? (This might refer to pace of progression, areas of learning and experience, skills integral to the four purposes, specific disciplines or specific needs identified within your setting.)
2. To what extent is there a shared understanding of learner progression *beyond* your setting among the stakeholders you communicate with? How might you support this shared understanding in terms of how you communicate with them about progression?
3. What evidence of learner progression are you gathering and how are you communicating progression to stakeholders? To what extent does this communication support stakeholder understanding of learner progression and to what extent does it reassure them that progression is taking place?
4. Having explored these questions, are there ways in which communication with stakeholders about learner progression might improve further? What practical steps might you take to do this?