

## **Developing a shared understanding of PROGRESSION at Blaenhonddan Primary School**

### **What is progression?**

Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions. As they do so, they will make links across their learning and apply this in new and challenging contexts. This is key to enabling them to work towards realising the four purposes, as they progress through the school and into different pathways beyond our school.

Supporting learners to make progress is a fundamentally drives our curriculum at Blaenhonddan. Progression is reflected in the principles of progression, the statements of what matters, and the descriptions of learning for each of these statements.

### **Having a 'shared understanding of progression'**

Developing a shared understanding of progression means that governors, parents, practitioners and learners within Blaenhonddan Primary school, as well as practitioners across our cluster, explore, discuss and deepen their understanding of the following:

- Our **joint expectations** for how learners should progress and how knowledge, skills and experiences should contribute to this in schools' and settings' curricula (drawing on the principles of progression for the curriculum as a whole and for each individual Area, statements of what matters and descriptions of learning).
- How we ensure **coherent progression** for learners throughout their learning journey and in particular at points of transition (for example, across and between primary and secondary school; across and between settings and primary schools and from year to year within a school)
- How our expectations for progression compare to those of other schools and settings, to **ensure coherence and equity across the education system** and to ensure there is sufficient **pace and challenge in** our approach to progression in our curricula and assessment arrangements.

### **Shared understanding of progression at a school level**

To support the development of a shared understanding of progression Blaenhonddan Primary School has and will continue to:

- Arranged termly **pupil progress meetings** to enable all of those involved in teaching and learning to participate in professional dialogue around progression. This is to ensure progression is coherent over the course of each learner's journey and to allow reflection on the pace and challenge.
- Undertaken a menu of **professional learning** opportunities facilitated by a range of providers:
  - ✓ NPT LA Education Support Service - What is progression - 3 training sessions
  - ✓ NPT LA - Progression and Assessment CAMAU workshops
  - ✓ School based training in using ADDs and INSET
  - ✓ Attend sessions with the National Academy for Educational Leadership Wales

- **Collaboratively planning** a progressive curriculum that becomes increasingly complex and sophisticated :
  - ✓ Key Stage Planning with all practitioners
  - ✓ Whole school SoW in Language and Communication
  - ✓ Whole school SoW in Mathematics and Numeracy
  - ✓ Whole school book scrutiny every term of 3 pupils per class
- Put arrangements in place to facilitate **cluster-wide discussions and collaboration** on progression – to discuss and share approaches. This is to ensure progression is sufficiently coherent along the 3 to 16 learning continuum to enable future transitions, and again to reflect on the pace and challenge of progression.

### **A shared understanding of progression at cluster level**

To support the development of a shared understanding of progression Blaenhonddan Primary School is working closely with our cluster to:

- Understanding the **progress they want learners to make throughout their education**, and how to put this into practice in a coherent way across their school and cluster. This shared understanding of what our cluster calls 'Non Negotiables' provides coherence between the primary schools that feed into Dwr-Y-Felin and with Dwr-Y-Felin Comprehensive School itself.
- To develop a shared understanding of progression at a school setting and cluster level through shared training and cluster meetings, with a view to **ensure learners' experiences are fluid, authentic and relevant.**
- To identify how to **sequence learning effectively** and ensures that learners make continuous progress over time.
- To ensure the best possible **transitions within and between primary and secondary** school settings for learners. Schools will understand what has been taught as well as how pupils have been learning and what their next steps in learning should be to support their education and wellbeing. This includes colleagues from Dwr-Y-Felin school delivering lessons to our pupils in certain subjects.
- To explore whether their expectations for learners are sufficiently challenging and realistic and whether any support is required by individuals, further supporting equity for all learners.

### **How is Dwr-Y-Felin cluster is developing a shared understanding of progression?**

Ongoing **professional dialogue** is central to building and maintaining this shared understanding of progression. This professional dialogue is important to:

- Provide ongoing **opportunities for practitioners to reflect** on their understanding of progression and how it is articulated in their curriculum, thus feeding into their curriculum and assessment

design, planning and self-evaluation and improvement processes. This includes practitioners and learners working with cluster colleagues on 'Questioning Techniques' and 'Walkthru' strategies.

- Provide ongoing opportunities for practitioners to compare their thinking, **providing a level of consistency of expectation** while retaining local flexibility.
- Strengthen **understanding of approaches and practice** between schools and settings.

Our school ensures that the outcomes of the professional dialogue with other schools and settings are shared. This dialogue is fed into discussions within Blaenhonddan Primary school to positively **impact planning, learning and teaching**. The insight and understanding gained as a result of this professional dialogue informs our schools **self-evaluation process**, helping define future **priorities** for leadership, curriculum design, planning, learning and teaching.

### **Transition planning for Year 6 learners**

Moving from primary to secondary school is a key milestone in a learner's journey and being properly supported to make this transition is important for all learners

Equally, continuity of learning to support progression for learners is crucial at this stage in a learner's journey. We work closely with the Headteacher of Dwr-Y-Felin to plan to support learner progression, with a focus on effective communication between practitioners, learners and their parents and carers. Information shared as part of the transition process focuses on the overall needs and well-being of the learner. A clear, holistic picture of the learner's progression across the school curriculum is also provided. This is to support their journey along the continuum of learning as well as provide a history of any additional challenge or support.

### **A shared understanding of Progression for Parents and carers**

To support the development of a shared understanding of progression Blaenhonddan Primary School is working closely with parents and carers:

- Termly progress meetings where information is shared and the **pupil's progress in learning and wellbeing** is discussed. These meetings support parents in understanding the different elements of progression and the **expectations and next steps** for their child. It also give the parents opportunity to contribute to the **pupil's holistic progression picture**, sharing aspects of their child's progress outside of the school setting.

Parents are also supported in their understanding of progress in the new curriculum in the following ways.

- ✓ Welcome letters from each class teacher in September.
- ✓ On-Entry Assessment
- ✓ Parental Consultation meetings
- ✓ Learners' books sent home for parents to review
- ✓ Dojo messages
- ✓ Reading Pro assessment letters and reading ages
- ✓ Spelling assessment letters and spelling ages
- ✓ IDPs for ALN pupils
- ✓ Speech and Language link assessment letters
- ✓ End of year Pupil Progress report

### **A shared understanding of progression for pupils**

At Blaenhonddan pupils are key in helping us understand how they are learning, what progress looks like for them and how we can support them in taking their next steps in all aspects of their journey through school.

This is done by Formative Assessment:

- ✓ Peer marking
- ✓ Self-evaluation
- ✓ Success Criteria
- ✓ Collaborative tasks
- ✓ Teacher verbal feedback
- ✓ Questioning in small groups/whole class
- ✓ HOTS

Summative Assessment also informs pupils of their progress:

- ✓ Reading Pro quizzes and termly assessment
- ✓ Weekly spelling tests
- ✓ National Test results

### **A shared understanding of progression for Governors**

To support the development of a shared understanding of progression Blaenhonddan Primary School, the school works closely with Governors:

The GB termly report includes updates on pupil progress including groups of learners.

Training for the GB on the NCW provided by the LA including developing an understanding of progression.

GB involved in learning walking and monitoring activities.