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| **Within our school** | **Across the cluster** | **Further and beyond** |
| **Engaging all staff:** Every member of our staff will participate in the ongoing co-construction of our curriculum. This inclusive approach will ensure that the curriculum is designed to facilitate learner progression in line with the principles of progression.  **Professional learning:** We will provide ongoing professional development opportunities to deepen our staff's understanding of the principles of progression. This will empower them to effectively implement progression-oriented teaching practices.  **Progress meetings and planned opportunity for professional dialogue**: Planned opportunities to discuss learner progress, share insights, and make necessary adaptations to our curriculum and teaching methods. These meetings will foster a collective commitment to learner progression.  **Self-evaluation**: All srtaff will actively participate in ongoing self-evaluation and quality assurance processes. This commitment will ensure that our curriculum effectively supports learners in accordance with the principles of progression.  **Peer observation:** Practitioners within our school will engage in peer observations to learn from one another, deepen their understanding of effective practices, and align their teaching with progression.  **Sharing good practice**: We will establish regular channels for sharing effective teaching practices among our staff, such as during staff meetings, through TLR check-ins, phase meetings, SE feedback and PD. This will promote a culture of continuous improvement and progression. | **Transition plans**: Implement and annually review transition plans to ensure smooth transitions for students moving between schools.  **Cluster Meetings**: Schedule recurring cluster meetings with the Curriculum Design Team to collaboratively formulate an annual action plan. This plan will be communicated and mutually agreed upon by heads before implementation. Continuous monitoring and evaluation of action plans will be ensured.  **Cluster ‘Professional Learning Menu’:** Share skills and expertise across the cluster through our PL Menu. This will provide on-going conversation on progression and support collaboration and the development of professional networks.  **Resource sharing**: Share valuable resources / pedagogical approaches and innovative ideas to strengthen staff understanding and support progression across all schools.  **Consistency and flexibility**: Maintain a balance between consistent expectations and flexibility in our progression goals, aligning them with the Areas of Learning and Experience (AoLE).  **Sharing threads**: Exchange examples of key threads / exemplar planning to deepen understanding and foster good practice across the cluster.  **Visits to other settings**: Encourage educators to visit other practitioners within the cluster to observe and learn from identified best practices in progression | Schools to work with other schools from beyond their cluster through formal arrangements made by SLT  Practitioners to attend national/regional networks, conversations and other CPD opportunities e.g. Partneriaeth AoLE Networks, Talk Pedagogy, CAMAU project etc  Practitioners to work with National organisations e.g. Careers Wales, The Art Council for Wales, WJEC etc |

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| **Priorities** | | | **Rationale and desired impact**  How will these actions inform:   * future professional dialogue * both curriculum and assessment: * design * Learning and teaching practices within the school | | | | |
| **Priority 1:** Involve all staff in the curriculum design process | | | 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.  Only by creating opportunity for practitioners to own the reform process in their schools and settings, for them to feel valued and empowered by that process, and to feel motivated to contribute to its continuing development, can we ensure the long-term success of the reforms. Continuous co-construction will ensure coherent progression for learners throughout their learning journey and in particular at points of transition. | | | | |
| **Priority 2:** Strengthen the whole school’s understanding of the PoP | | | The Principles of Progression provide a starting point for discussions we seek to collaborate in order to develop a shared understanding of progression. A successful curriculum is supported by intellectual engagement with a range of quality research, expert input and international expertise. Positive expert input should understand and share the vision for curriculum and recognise the importance of high quality teaching and learning that will allow learners to make meaningful progress. | | | | |
| **Priority 3:** Robust self-evaluation with a focus on standards and progress | | | We want to give ongoing opportunities for all practitioners to reflect and evaluate on progression and how it is articulated in their curriculum. The Principles of Progression provide a starting point for us as we seek to collaborate in order to develop a shared understanding of progression. Our self-evaluation processes should bring equity between different voices in our team rather than one voice giving direction. It should recognise that every voice within the process brings a valid contribution. It should be separate from management and responsibility hierarchies, allowing everyone to challenge and be challenged. Information that comes from these processes regarding learner/s progress will be used to identify strengths and areas for improvement. | | | | |
| **Priority 4:** Celebrate and share good practice to develop understanding around learner progress | | | This will allow practitioners to see the curriculum design in action and ensure their joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this – drawing on the principles of progression, statements of what matters, and descriptions of learning. It will allow practitioners to reflect on their expectations for progression, to ensure coherence and equity between schools, and sufficient pace and challenge in their approach. We want to strengthen understanding of approaches and practice within our school to best support our learners. | | | | |
| **When** | **Autumn Term  1** | **Autumn Term  2** | | **Spring Term  1** | **Spring Term  2** | **Summer Term  1** | **Summer Term  2** |
| **School** | School  Cluster  Beyond | School  Cluster  Beyond | | School  Cluster  Beyond | School  Beyond | School  Beyond | School  Cluster  Beyond |
| **Cluster** |
| **Beyond** |
| **Who** | All staff  Curriculum Leads  SLT  SMT | All staff  TLR2 leads/ SLT  Curriculum Leads  SLT/ Support Staff  SMT | | All staff  TLR2 leads/ SLT  Curriculum Leads/ AoLE leads  SMT | All staff  SLT/ SMT | All staff  All staff/ SMT | Teaching staff  All staff  SMT |
| **Focus / Priority** | Assessment – professional learning (adds/ TCS PL Menu)- strengthening understanding  ADDs time – tracking tool update/ planned time to talk about learner progress  Develop a strategic direction for curriculum design and assessment processes  Unpick WG SUP guidance  Create a SUP plan / timetable  LA – training SUP  Leadership Development programmes (PLNs) – AHTDP/ SLDP | Medium Term planning- planning for snapshot assessments /embedding cluster threads  Looking at POP in key areas collaboratively – professional dialogue  Whole school book look – planned time to talk about learner progress  Reflective journals ‘check-in- how are we refining teaching in light of our reflections?  TLR Reviews – discussing learner progress in Literacy and Numeracy  Share good practice of planning examples  Begin to consider how we can use the threads to assess progress  Reflecting on curriculum progress with Alun Jones (WG)  Partneriaeth – long term planning for progression  International visit – HS/LL (Italy, Early Years)  Leadership Development programmes (PLNs) – AHTDP/ SLDP | | Professional Learning – Principles of Progression  Book look – looking at the progression journey between schools  Leadership Development programmes (PLNs) – AHTDP/ SLDP | Medium Term planning- planning for snapshot assessments /embedding cluster threads  Whole school book look – planned time to talk about learner progress  TLR Reviews – discussing learner progress in Literacy and Numeracy  International visit- PO/ LG NYC (HCZ)  Leadership Development programmes (PLNs) – AHTDP/ SLDP | Reflective journals ‘check-in- how are we refining teaching in light of our reflections?  IMPACT Wales – progression professional learning bespoke training  Whole school book look – planned time to talk about learner progress  Leadership Development programmes (PLNs) – AHTDP/ SLDP | Progress reports  Medium Term planning- planning for snapshot assessments /embedding cluster threads  TLR Reviews – discussing learner progress in Literacy and Numeracy  Assessment and progression – professional learning sessions (2)  Leadership Development programmes (PLNs) – AHTDP/ SLDP |