

The Principles of Progression

Prompts to support self-evaluation and a shared understanding of progression

This supporting material sets out further detail on how the Principles of Progression can be used by senior leaders to:

- >> support schools' professional dialogue as they develop a shared understanding of progression
- >> support a school to undertake effective self-evaluation and improvement through investigative questions

It can be used in conjunction with:

The School Improvement Guidance states:

“Learner progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities...”

How can the Principles of Progression be used?

- » The **principles of progression** can provide a consistent language and organising framework for school self evaluation and improvement activities.
- » They articulate a framework for progress for each learner as a whole in terms of the types of learning, capacities and behaviours that will allow them to develop in accordance with the four purposes.
- » The principles of progression allow school leaders to consider the holistic development of their learners within their school curriculum. Within this organising framework of progression, schools can draw out and consider the learning within the **statements of what matters** for each area, as well as reflecting on the development of the **cross-curricular and integral skills**.

Further in this resource are a series of investigative questions based on each Principle of Progression. These can be used to:

- » Direct self-evaluation and improvement work
- » Help practitioners to develop a shared understanding of progression within and across schools and settings





Are our learners increasing their effectiveness?

Are they...

- » Becoming increasingly effective at learning in a social and work-related context?
- » Able to seek appropriate support and identify sources of that support with increasing independence?
- » Able to ask more sophisticated questions with increasing confidence?
- » Able to find and evaluate answers from a range of sources with increasing independence?
- » Able to take increasingly successful approaches to self-evaluation, identification of their next steps in learning and have they developed more effective means of self-regulation?

In this regard, schools could consider the extent to which their learners are developing their **affiliation, autonomy and agency** within their learning, progress and assessment.

They could draw on information in respect of, for example:

- » Behaviour, attendance, wellbeing and other barriers to learning. What is the impact? How are learners being supported to overcome those barriers?
- » How effectively are learners developing their metacognitive skills across the curriculum. Is there evidence of the development of self-regulated learning?
- » Learners' ability to articulate their strengths and areas for improvement; can they also articulate how they will improve?
- » Effective use of one-page profiles (where relevant) and other methods for sharing information about learner needs with practitioners.
- » How effectively are learners developing their integral skills (for example their personal effectiveness and their planning and organising skills).
- » Questioning across the curriculum; is there a culture where learners and teachers value questioning?



- » Are learners able to draw on many sources of information to find answers and then evaluate what they have found with increasing independence?
- » Does practitioner feedback allow learners to engage effectively with that feedback?

Are our learners developing a deepening understanding of the ideas and disciplines within the Areas?

Are they...

- » Able to take an holistic approach to their learning suitable to their age and stage?
- » Becoming increasingly aware of ways in which ideas and approaches can be coherently grouped and organised?
- » Able to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters (as they progress through their learning journey)?

In this regard, school leaders could consider, for example:

- » Do we have a rigorous process to check that the curriculum design allows for this holistic approach to learning and understanding? What will be our next steps?
- » How well do we as a school understand 'understanding'? Do our curriculum design and assessment arrangements facilitate progression through deepening understanding (rather than, for example, over reliance on acquisition of knowledge / memory?)
- » How well are learners being challenged to see the big picture within their learning and experiences?
- » What are the most appropriate approaches to support our learners to consolidate their learning? Are they being implemented?
- » As learners progress, how well can they 'see' and articulate their learning in a particular area or discipline as part of their own wider development? To what extent do learners see the value of what they are learning?



- » How well do our assessment arrangements draw out a learner's ability to articulate the purpose and context of their learning?



Are our learners refining and growing sophistication in the use and application of skills

Are they...

- » Developing a range of skills including: physical, communication, social, cognitive and Area specific skills?
- » Developing the skills of evaluating and organising information in applying what they have learned?
- » Demonstrating more refined application of existing skills, and experiencing opportunities to develop new, more specific and more sophisticated skills?
- » Becoming able to effectively organise a growing number of increasingly sophisticated ideas?
- » Applying their understanding in various contexts?
- » Able to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience?

In this regard, school leaders could consider, for example:

- » How well are skills being developed within learning? Is there a clear continuum for this, visible through the planning for progression and then replicated in the learning?
- » How well are skills being identified across the curriculum and is the pedagogical approach to their development allowing learners to become increasingly aware of how and when to use and apply these skills in various contexts?
- » How well are learners being supported with their skill development (particularly learners with identified needs)?
- » How well are we using a range of assessment approaches to identify gaps in skill development?
- » How well are learners able to use their skills and apply their learning? Do our assessment arrangements draw on these principles?
- » Is our curriculum challenging enough? Are pupils' skills being tested to the maximum and then developed further at an appropriate rate?
- » How well do we assess learners' ability to organise ideas and apply their learning?
- » How well do we use a variety of strategies, experiences and assessment arrangements to allow for various modes of communication?



Are our learners increasing their breadth and depth of knowledge?

Are they...

- » Acquiring both breadth and depth of knowledge?
- » Developing an increasingly sophisticated understanding of concepts that underpin different statements of what matters?
- » Able to see the relationships between these concepts and use them to further shape, make sense of and apply knowledge? This consolidates their understanding of concepts.

In this regard, school leaders could consider, for example:

- » How well do our evaluation and improvement processes allow us to understand the progress in learning within each area and across the curriculum? (Curriculum design: purpose – progression – assessment)
- » How well do our evaluation and improvement processes allow us to triangulate the evidence of learning with any assessment information? How can we 'see' evidence of real 'understanding'?
- » Have our assessments been designed appropriately? This is inextricably linked with curriculum design and understanding progress. How well do our assessments draw out evidence of understanding through application and transfer to other contexts?
- » Has the curriculum been appropriately, effectively and coherently sequenced so as to facilitate progression (in terms of knowledge, understanding,



skill development and with regard to disciplinary progression)?

- » Is our curriculum challenging learners to make sense of what they are learning within the bigger picture? How well are learners afforded the opportunities to apply their knowledge in order to consolidate their understanding?
- » How well does our curriculum design ensure increasing breadth and depth in knowledge along a 3-16 continuum?



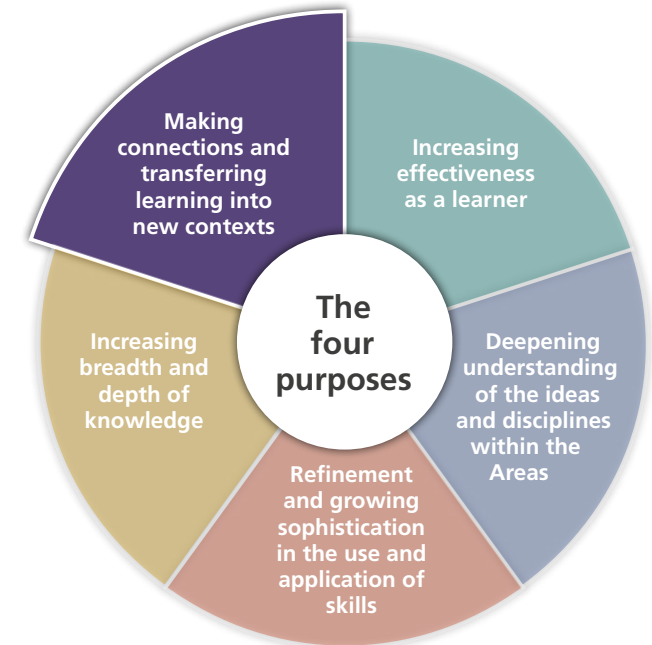
Are our learners making connections and transferring learning into new contexts?

Are they...

- » Making connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school? Over time these connections will be increasingly sophisticated, explained and justified by learners.
- » Able to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts?

Transferring learning and making connections are referenced within many of the other Principles. In addition, school leaders could also consider, for example:

- » How well does the curricula within areas and the overall school curriculum allow for these connections to be made by learners? How well are they able to independently make those connections? How can this be evidenced within the school's assessment arrangements?
- » How well are our learners developing their integral skills (for example their critical thinking and problem solving)? Are they being challenged to apply their learning in different, unfamiliar and more challenging contexts?
- » This should form an integral part of the school's assessment arrangements as it represents the essence of true understanding. Are learners being challenged to apply their understanding in unfamiliar contexts?



- » How well does the school curricula support learners to enjoy and value a range of experiences as part of wider school life and beyond?



As schools carry out their evaluation and improvement activities, the prompts found within the [National Resource: Evaluation and Improvement](#) will help leaders to focus their investigation within certain key areas.

For example, with regard to evaluating learner progress, under the theme of 'Leadership' and component layer 'Pedagogy (Learning, teaching & curriculum)' there are prompts such as:

How well does leadership:

- » Positively influence the quality of teaching to enable learners to progress in relation to the four purposes and the principles of progression?
- » Use assessment information to support all learners to make the progress of which they are capable in accordance with the principles of progression?
- » Enable learners to influence their learning experiences and develop their effectiveness as a learner?

When evaluating progress in accordance with the principles of progression, school leaders will need to consider a range of information and evidence and will need to ensure that their internal quality assurance, evaluation and improvement activities allow for that evidence to be surfaced and considered.

