

National Network Conversation: Curriculum and Progression 19.11.23

What was this conversation about?

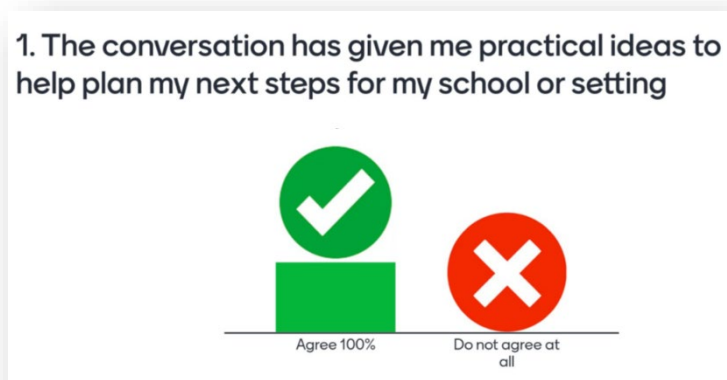
This National Conversation focused on supporting practitioners to reflect on approaches to curriculum design and progression, and provided an opportunity for practitioners and leaders to:

- learn how others are using recently published materials and resources including [Understanding curriculum in practice: Camau i'r Dyfodol](#) and [Curriculum Design Pilot 2023](#) to support their curriculum design
- discuss how schools and settings are developing the culture and environment that enables all learners to make progress
- speak with colleagues across Wales about the type of curriculum conversations that are supporting effective curriculum design and learner progress

What did we learn?

- **Helpful resources:** many found the [Approaches to Creating Curriculum](#) resource useful to understand the implications of Curriculum for Wales on approaches to designing learning, the pedagogies used with learners and what this means for assessment and progression. Many also found the [Learning vs. Performance](#) resource useful for reflecting on their approach to assessment.
- **Taking iterative approaches:** all described the complex process from moving from the previous national curriculum to Curriculum for Wales. All feedback demonstrated an appreciation of how this will continue to be a 'work in progress' as we all develop our understanding of practically realising Curriculum for Wales.
- **Changing thinking:** practitioners spoke about the changes in their thinking and pedagogy under Curriculum for Wales. That included discussions about how practitioners were developing authentic learning experiences, using the statements of what matters to support conceptual understanding, and driving learner effectiveness by drawing on the principles of progression in planning.
- **Focusing on "why":** many felt that focusing on the 'why' of learning helped to ensure planned learning was purposeful and helped learners build confidence, take increased risks with their learning and transfer that learning to new complex contexts. Learning is complex and we should celebrate that.
- **The importance of reflection:** many found this a key feature in supporting curriculum and assessment design – having the confidence to change their approach, informed by research, evidence, and their experience of teaching their curriculum in the classroom.
- **The Power of Collaboration:** many practitioners were positive about the value of working with other schools. Whilst cluster working looks different across different schools and settings, all shared the importance of collaboration to develop a shared understanding of progression, and the importance of building strong relationships between schools to facilitate that professional dialogue.

- **Sharing approaches to progression and assessment:** participants shared different methods of assessing and understanding progress over time, such as using portfolios, badges, and inquiry-based learning boards; as well as the importance of involving learners and parents in the assessment process.



- **Dealing with challenges:** practitioners raised a number of challenges in designing a curriculum to support learners' progression. That included, for example: the time to get staff together to collaborate; changing the school culture around curriculum design, progression, and assessment; understanding the role of the accountability system; addressing gaps and inequalities in learners' experience and outcomes; helping parents and carers understand their approaches; and ensuring coherence and continuity through the learning continuum.

How will we take this learning forward?

- We continue to share the learning from both Camau i'r Dyfodol and the Curriculum Design pilot project – you can access this via the [Secondary Headteachers' conference](#) held in November 2022.
- Phase 3 of the **Camau i'r Dyfodol** project is taking place during the academic year 2023/24. The progress of the project can be seen [here](#), where you can also sign up to take part using this [form](#).
- Building on the professional learning offers across Wales, we will be co-constructing a **national professional learning offer** to support curriculum design for Curriculum for Wales. Details of how to take part will be shared in Dysg in early 2024 – [sign up to Dysg bulletins to take part](#).
- We will develop a communication campaign that can be used by schools to help their **parents and carers** understand what is different about Curriculum for Wales and what they can expect when talking to practitioners about their child's progress.

Sign up for our next, in-person National Network events!

South Wales - **31 January 2024** @ Cardiff City Stadium Leckwith Road Cardiff CF11 8AZ

North Wales – **6 February 2024** @ Venue Cymru Promenade Llandudno LL30 1BB

From 9:30 am to 15:45pm

Come along to these in person National Conversations on the Curriculum for Wales:

- To receive the latest update on *the Curriculum for Wales: Continuing the Journey* guidance and see what this means for your school or setting;
- Contribute to the national conversation about Curriculum Design and Progression;
- Share your thoughts on opportunities and challenges in the six areas of learning and experience, to help shape policy and practice to benefit all learners in Wales; and
- Network with fellow practitioners from across Wales, and get your voice heard.

Book early by using the link below as places are limited:

<https://freshwater.eventscase.com/EN/curriculumforwales>

Lunch and refreshments will be provided.

Sgyrsiau wyneb yn wyneb y Rhwydwaith Cenedlaethol

De Cymru

31 Ionawr 2024 / 9:30yb - 15:45yp Stadiwm Dinas Caerdydd

Gogledd Cymru

6 Chwefror 2024, 9:30yb - 15:45yp Venue Cymru Llandudno



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