



## CURRICULUM SUPPORT

All schools and settings have continued to have access to universal and tailored, bilingual support for Curriculum for Wales. All primary networks for AoLE leads have continued across all AoLEs to ensure knowledge and understanding of key concepts within and to collaborate on key areas, such as progression and assessment and pedagogical approaches. All primary schools have been encouraged to work as a cluster on developing and maintaining a shared understanding of progression and to share school-based examples of their design processes and innovations with each other on a regular basis. All secondary, all-age, special and PRUs have access to universal, bilingual support for Curriculum for Wales. All schools have been supported to plan for delivery of the mandatory elements and requirements and to engage with the regional asynchronous and synchronous professional learning offer.

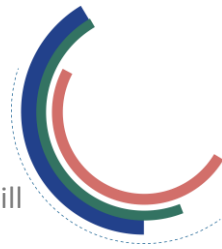
All secondary subject specific networks have continued across all the AoLEs to ensure knowledge and understanding of key concepts within and to collaborate on key areas. All secondary schools have been encouraged to work with primary partner schools and with other secondary schools to ensure a shared understanding of progression and to share school-based examples of their design processes and innovations with each other on a regular basis. Schools and settings have been supported through a range of synchronous and asynchronous professional learning this term to further understand the cyclical nature of the design process which has included a continuation of workshops to develop a shared understanding of progression at an AoLE level across the 3-16 continuum.

Schools from Partneriaeth are involved in a range of national collaborative opportunities such as Understanding By Design (UBD), the National Pedagogy Project, the NPEP and the National Networks. Schools from the region have been key contributors to the Camau i'r Dyfodol work, and Partneriaeth is committed to supporting the next steps in this process through the dissemination and understanding of materials, resources and research and through further participation of phase 3.

In Partneriaeth, school improvement advisers are employed by the three local authorities. The use of the professional learning grant is discussed during autumn term visits. In the best cases, schools are innovative and prioritise a collaborative approach with schools in their cluster or network of schools.

The professional learning offer for schools has been well received during this business plan cycle at a school and cluster level. Primary settings have clearly benefitted from having newly established networks for AoLE leads to collaborate and prioritise Curriculum for Wales discussions.

Most schools have made significant progress in their implementation of Curriculum for Wales and are now reviewing and refining their process. Evidence of this is apparent as the region has secondary or all-age schools from all three local authorities sharing effective practice during the cross-regional AoLE sessions and regional networks. Further impact of Partneriaeth's effective, high-quality universal offer has led to an increase in bespoke requests, especially to support curriculum development and learning and teaching.



There is recognition that a sharper focus on teaching and learning, alongside curriculum design will improve the quality of curriculum implementation.

*“Partneriaeth’s commitment to developing an environment of continuous growth has been instrumental in helping us develop our vision for Curriculum for Wales, as well as providing staff with the support, structure and guidance needed when planning resources and working collaboratively with other schools.”*

Senior Leader, Carmarthenshire Primary School

## PROGRESSION AND ASSESSMENT CHALLENGES

Progression and assessment have continued to be a key focus for school development and professional learning during this business plan cycle. Partneriaeth has developed and facilitated opportunities to develop a shared understanding of progression within all AoLEs during this year. Asynchronous resources have been made available to all schools and settings and these have been well-received. The cross-regional team have also developed a range of resources and professional learning sessions to support in this area and joint working and collaboration continues to be strong between regions and partnerships. Discussions around accountability remain challenging for some schools and settings. Even though some schools are moving away considerably from summative assessment of learner progression as the only way of assessing learner progress, concerns around external accountability and expectations remain. This continues to be more challenging for secondary schools as they establish a way of sharing messages around progression with parents and carers that are not aligned to qualification grades. To further their development of the principles of assessment within Curriculum for Wales a minority of schools have opted to attend regional professional learning. This offer has ensured better understanding of effective formative assessment with some clusters and individual schools opting to receive bespoke support to further develop this area. Concerns remain for many secondary practitioners who feel responsible for the successful examination outcomes of their learners and this in turn has impact on any cluster decisions and discussions around disciplinary progression. Opportunities for discussions around current and future qualifications are built into the secondary subject networks. Evaluation suggests that these sessions have a positive impact on leader and practitioner understanding of progression and assessment although significant challenges remain in terms of implementation.

*“I now feel that I have a better and deeper understanding of the requirement of the curriculum and design process which will support me when leading this in our school enabling me to have a direct impact on pupils’ learning and standards.”*

Headteacher, Carmarthenshire Primary School