



A vibrant illustration of children playing on a purple background. The scene is filled with various educational and recreational icons. In the top left, a boy with blonde hair in a purple sweater runs while holding a laptop. To his right, a girl with dark skin in a red dress dances. Further right, a boy with red hair in a white and blue shirt runs holding a blue book. In the top right corner, there are geometric icons: a compass and a large set square. Below the boy with the book, there are three green circles containing the numbers '123', 'ABC', and 'www'. To the right of these is a white treble clef. In the center, a girl with red hair in a blue shirt and white skirt runs towards a boy with dark skin in a purple shirt who is jumping. Below them is a globe showing the Americas. To the left of the globe is an hourglass. In the bottom left, a boy with brown hair in a red tank top runs while holding a blue game controller. To his right is a white rectangular block with colorful dots. In the bottom right, a girl with red hair in a blue sweater and purple pants jumps. Below her is a large white circle containing the number '21' in a blue circle. To the right of the circle is a yellow circle containing the number '34'.

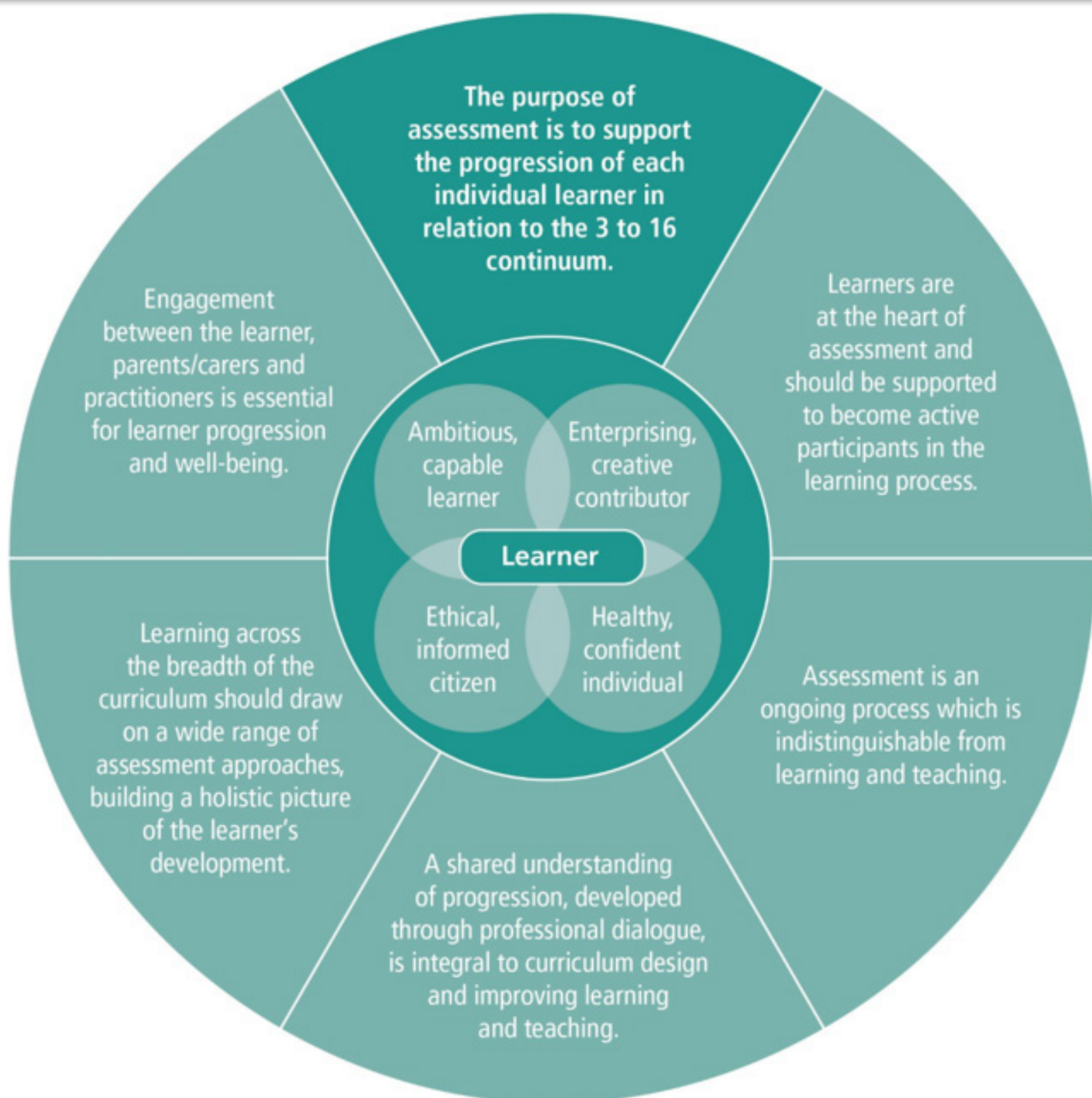
[www.cscjes.org.uk/curriculum-for-wales](http://www.cscjes.org.uk/curriculum-for-wales)

# Key principles of assessment

**“Learner progression along a continuum of learning from ages 3-16 is central to Curriculum for Wales. Assessment plays a fundamental role in enabling each learner to make progress at an appropriate pace, ensuring they are supported and challenged appropriately.”**

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>



Supporting learner progression assessment guidance should be used by schools to facilitate professional dialogue and start thinking about designing their curriculum and assessment arrangements. This guidance can be found here on hwb:

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>



# Purpose of assessment

**“Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.”**

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

Assessment should be used to develop a holistic picture of the learner.

To support learner progression, assessment has 3 main roles:

## 1. Supporting individual learners on an ongoing, day to day basis

- Identifying each individual learner's strengths, achievements, areas for improvement and any barriers to learning to inform next steps in learning.
- Using this understanding, in discussion with the learner to identify next steps to move learning forward and identify appropriate support or challenge.
- Embedding assessment into every day practice that engages the learner and makes it indistinguishable from learning.

## 2. Identifying, capturing and reflecting on individual learner progress over time

- Supporting practitioners in identifying the progress being made by individual learners and recording this to understand their journey over different periods of time and in a variety of ways.
- Includes developing an understanding of how a learner has learned, what they have learned and are able to demonstrate.
- Reflecting on progress to provide feedback and help plan future learning for individual learners in the form of immediate next steps and long term objectives.

## 3. Understanding group progress in order to reflect on practice

- Enabling practitioners and leaders to understand whether groups of learners are making expected progress.
- Using this information to identify strengths and areas for development in daily practice and to inform schools self evaluation processes.

# Engagement in assessment

**“Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. To be truly effective, all those involved with a learner’s journey need to collaborate and work together.”**

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

**To establish this engagement and partnership, we need to ask:**

- **Where learners are in their learning**
- **Where they need to go in their learning**
- **What needs to be done for them to get there, taking into account any barriers to learning**

Assessment is a fundamental part of the learning process. The main participants to engage in this process are:

**Role of Leaders:** To establish a strong learning culture which supports and challenges practitioners to enable learners to make appropriate progress.

**Role of Practitioners:** To plan for and provide effective learning experiences appropriate to the age and development of each learner that offer appropriate support and/or challenge.

**Role of Learners:** To contribute and participate in the learning process in a way that is age appropriate.

**Role of Parents/Carers and External Partners:** To engage with schools so that they can support learner progression in an appropriate way.

As schools design, adopt and implement a curriculum that enables all learners to make progress and realise the four purposes, they should carefully consider the roles of each of the main participants as detailed in the guidance below:

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

# Evaluation, improvement and assessment

Evaluation and improvement arrangements have changed so that they support the realisation of Curriculum for Wales and support schools to develop highly effective self improvement systems. At the heart of the evaluation and improvement arrangements is effective self-evaluation. The School improvement guidance: Framework for evaluation, improvement and accountability was released in January 2021 and can be found here:

<https://gov.wales/school-improvement-guidance>

**“This guidance aims to drive behaviours that positively support and enable the vision for the new curriculum and assessment, including the centrality of the four purposes, the emphasis on learner progression and the importance of well-being.”**

(Welsh Government, School Improvement Guidance, 2021)

## School target setting

WG has been clear in its expectations that school targets should only be used to support self evaluation and improvement planning at a school level.

# Planning for assessment

Assessment is an intrinsic part of curriculum design and is integral to ensuring all learners are supported to make the appropriate progress along the learning continuum.

**“Assessment arrangements at a school level are a matter for each school to determine as part of designing their own curriculum. This should be appropriate for the needs of all their learners.”**

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

Assessment arrangements will need to be designed, planned and delivered in accordance with the following:

- **Statutory requirements**

Found here within ‘The Law’ section of the Curriculum for Wales guidance

<https://hwb.gov.wales/curriculum-for-wales/summary-of-proposed-legislation/>

- **Statutory guidance including the key principles of assessment**
- **School design**
- **Individual learner need**

## Fundamental matters

### Breadth and depth

- Assessment should be an ongoing process that is embedded in day to day practice.
- Progression in learning is a process of increasing sophistication. It is not linear and different learners are likely to progress in different ways.
- All learners should be assessed across the 3-16 continuum based on the progression articulated in a schools curriculum.
- Schools **should not** undertake specific assessment activities at each progression step to make a judgement about learner progression.
- Descriptions of learning **are not** a series of criteria to be directly assessed against or can be met with single assessment tasks.
- Practitioners should develop an understanding of how each learner learns and what their attitude and approach to learning is.

## Approach

- When a learner enters school at any age, the school should identify the learner's starting point and how best to move them forward in their learning. They need to understand where they are in their learning and the progression they have made.
- Assessment should be used to identify whether support is needed to move the learner forward.
- Observational assessment should be used
- Learners should be engaged in the assessment process with opportunities for peer and self assessment.
- Online personalised assessments should support teaching and learning.



# Shared understanding of progression

**“Progression is a fundamental aspect upon which school curricula, and therefore assessment arrangements, are designed and planned. To deliver equity for learners across Wales, it is essential that there is a shared understanding of progression, including expectations around what progression may look like and the pace at which learners may progress.”**  
(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

## How do you develop a shared understanding of progression?

Through professional learning and conversations within and across schools. Schools need to provide practitioners with the opportunity to share and reflect on the impact of their school curriculum, their experiences of the learning process and of supporting all learners to make progress.

### Between schools

- Schools must work with their cluster to put appropriate arrangements and processes in place to support this with each school participating on an equal basis.
- Schools should belong to at least one other group in addition to their cluster.

### Learner involvement

- A range of learners should have an input in the process by providing evidence of their progression and self reflection.

## Why use this approach?

To learn from each other and support a process of continuous improvement. The insight and understanding gained as a result of these professional conversations should inform each school's self evaluation process to help define future priorities.

## What should progress in learning look like?

To support curriculum design, descriptions of learning are designed to help practitioners understand what learners' progress should look like. They provide guidance on the pace of progression in order to support practitioners and inform curriculum design and teaching and learning and should be used as reference points. They should be used to test and validate planning and approaches ensuring knowledge, skills and experiences contribute to the bigger picture of progression.

# Transition

## What is effective transition?

The learner should be at the centre of the transition process. Effective transition is about supporting learners along the learning continuum.

## How do you achieve this?

Ensuring the well-being of all learners should be an important and integral part of the process, recognising the needs of all individuals, while also supporting both continuity and progression in their learning. The understanding of each learner gained from assessment is essential in supporting this process.

## Who is involved?

- Headteachers
- Governing bodies
- Practitioners
- Learners
- Parents/carers

## What do you share as part of the process?

Information should focus on:

- The overall needs and well-being of the learner
- A clear, holistic picture of the learner's progression across the school curriculum
- A history of any additional challenge or support provided

## How are learners involved?

Learners should provide insight into:

- What motivates them
- Their preferences
- How they learn
- Any barriers there may be to their learning
- Their strengths and areas for development
- Suggest potential next steps

Further information can be found below:

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

# Communication of assessment

Effective and regular communication with parents/carers is key to fostering positive relationships and helps to engage parents/carers in purposeful conversations that help parents/carers to understand how they can support learning.

**“Schools should develop and implement processes to support effective two-way communication and engagement with parents/carers.”**

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

## How are learners involved?

**“Headteachers should ensure that learners are provided with opportunities to contribute to the communication process. Where possible, learners should be enabled to gather examples of their learning, articulate their progress and achievements and convey their aspirations and views on their next steps of learning. Ideally this should be a three-way communication process between the learner, their parent(s)/carer(s) and practitioners.”**

(Welsh Government, Supporting learner progression: Assessment guidance 2020)

<https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/>

## What should you report?

Schools should formally report at least once a year for all learners aged 3-16.

**The formal report must include the following about each learner:**

- **their overall well-being**
- **their progress in learning across the breadth of the curriculum**
- **next steps required to support their progression**
- **their attendance**



# Proposals from Assessment arrangements: consultation document

The consultation document can be found here and is open for responses until 31st October 2021:

<https://gov.wales/assessment-arrangements-subordinate-legislation-resultant-curriculum-and-assessment-wales-act-2021>

- Assessment should be intrinsic to curriculum design. It is for individual schools to determine the assessment arrangements to support the delivery of their curriculum and to ensure that learner progression is appropriately planned, understood and supported.
- Welsh Government (WG) is not prescriptive to the nature of assessment arrangements made by each school but they should plan a range of assessment methods and techniques that are fit for purpose and support progression across the breadth of the curriculum.
- WG intends to require Headteachers to design the assessment arrangements at the same time as they design their school curriculum.
- A relevant person to be responsible to make, implement and review assessment arrangements.
- A relevant person to be responsible for 'on entry' assessments when a child starts education at any point on entry to a new school or setting. These assessments should gain an understanding of learner's needs, consider their strengths, areas of improvement and where more focus or support is needed.
- All entry assessments should assess progress of the learner in respect of:
  - Numeracy and literacy skills and abilities
  - Well-being abilities, to include physical, social and emotional development.
- A relevant person to be responsible for making arrangements within a school/setting to develop a shared understanding of progression. Professional dialogues to support this understanding should occur as a minimum, once a term.
- There should be termly discussions to develop a shared understanding of progression across schools that extends beyond geographical clusters.

- WG intends to put in place a legal duty on governing bodies of a secondary school and their feeder primary schools to put in place new transition plans aligned to CfW. This should take into account:
  - Continuity of learning and how that will be supported through teaching and learning
  - How schools will consider and support the individual progress of a learner
  - Mental health and well-being of individual learners
- WG proposes to update the regulations for reporting to parents/carers. There should be a more dynamic approach to providing information which facilitates engagement and allows the parent/carer/adult/pupil to actively play a role in the learner's progression.
- Reports to parents should include:
  - Summary of overall mental health and emotional well-being of a learner
  - Summary about their progress in learning across the breadth of the curriculum
  - Information about future progression needs/next steps for the individual learner required to support their progression
  - Advice on how parents/carers can support progression
  - Summary on attainment of qualifications where relevant
  - Learner attendance

## Curriculum for Wales Poster Pack

To support schools to navigate and consider the Curriculum for Wales framework, we have produced a Curriculum for Wales Poster Pack.

These are a series of posters focusing on the various components of the curriculum with links to further guidance from Hwb.