

The Learning Journey and Progression at Birchgrove Primary School



1. Progression is achieved through learning that is **coherent, worthwhile** and enables pupils to experience all AoLEs through an **integrated approach**.

The '**I Wonder...**' approach.

2. An understanding of what learning **may** look like in AoLEs at different points as children progress across the primary learning journey, has been developed through dedicated professional learning time. Staff can refer to documents created for this purpose to support planning.

3. Progression achieved through medium and short-term planning that leads to all pupils developing **knowledge, skills and understanding** in all AoLEs.

4. I wonder learning journeys for all pupils that are **foregrounded** at the **planning** stage by the **Principles of Progression**. Progression will only reflect the POPs if the experiences planned make **provision** for the development of **learner effectiveness, skills, knowledge, understanding, and applications to new contexts for learning**.

10. Reflective: The progression of all pupils is evaluated via Pupil Progress Meetings at three points within the school year. This evaluation is informed by a wide range of information and evidence.

Responsive: The meetings also serve to define how practitioners will respond in the case where a child's progress is not as expected.

9. Each **child** is **involved** in the reflection and evaluation of their own progress. They are given opportunities to develop metacognition and a growing sense of agency in shaping their own learning journey.

What do we understand progression to mean in Curriculum for Wales at Birchgrove Primary School?

5. Progression for each child is unique and often occurs at a different pace to other children. Progression is not necessarily linear. We have committed to providing experiences that will enable '**deeper learning**' and a development of **conceptual understanding**.

6. Progression for each pupil is supported through **formative assessment**. Teachers are open to observing a range of possible learning outcomes as part of their assessment of pupils – **divergent assessment**. This information influences the next steps in planning for continued learning.

7. Evaluations of pupil progression in the cross-curricular skill areas of **literacy and numeracy**, will be **informed** by (but not solely defined by) summative assessment tasks. This information may include reading and numeracy test data, phonic and spelling assessments, writing and oracy tasks.

8. The **progression** of each child is **monitored** by the class teacher on a **continuous basis**. In order for all children to be able to make progress, an **equitable** approach is taken in all classes. Barriers to making progress are removed through access to the provision that is appropriate for each child (Universal and targeted provision).



1. Curriculum Design and Approach

Progression is achieved through learning that is **coherent, worthwhile** and enables pupils to experience all AoLEs through an **integrated approach**.

The 'I Wonder...' approach.

Year 5: I wonder what makes the world a better place.

Laws

Fashion

Charities

Online
Shopping

Pollution

Creative thinking:

Fast Fashion

Children's Rights

Sustainability

Questions generated

How Long does it take
for clothes to
decompose?

How can we stop all
our clothing getting to
landfill?

How is fast fashion
and clothing made?

How does clothing
pollute our planet?

What is sustainable
clothing?

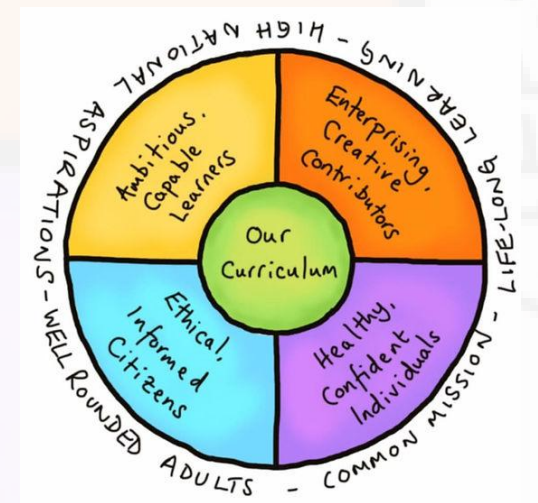
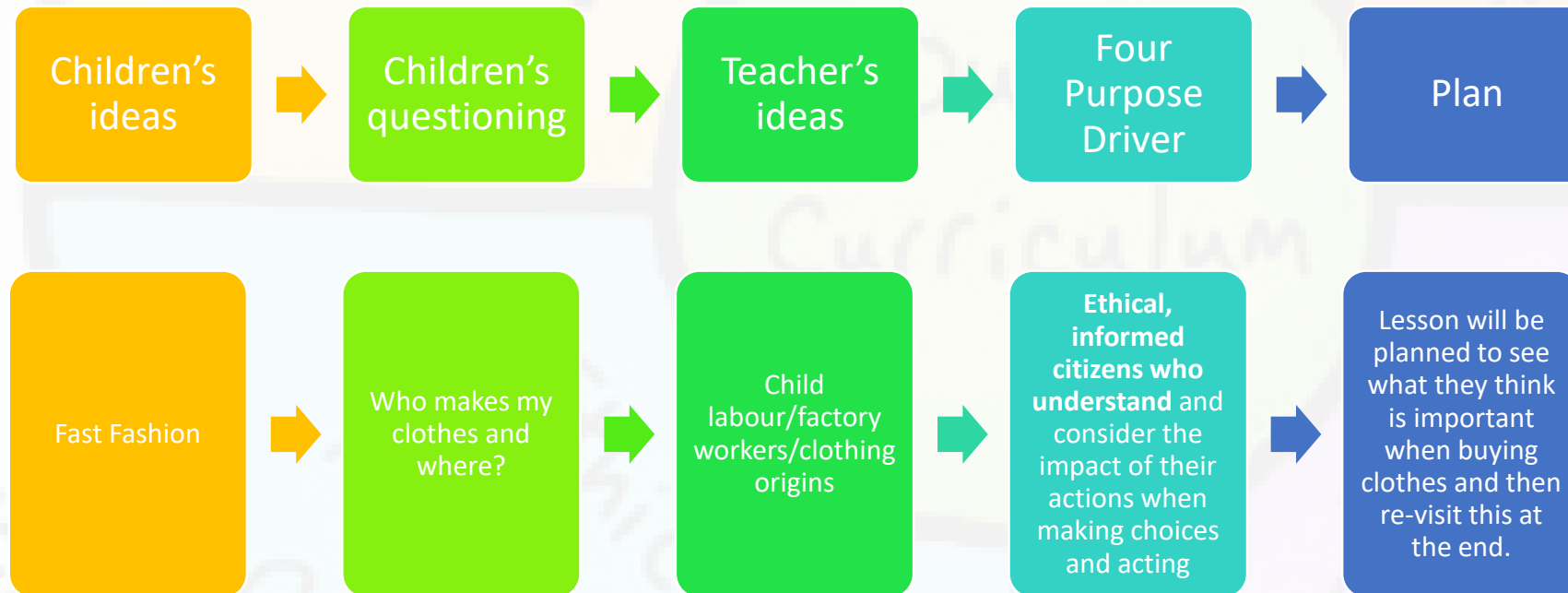
Who makes my
clothes and where?

How much clothing
get recycled each
year?

Who started fast
fashion?

Using the Four Purposes as a driver for learning

In developing their vision for their curriculum, schools and practitioners should consider what the four purposes mean for their learners and how their curriculum will support their learners to *realise* them.



2. Understanding what learning may look like as children make progress.

An understanding of what learning **may** look like in AoLEs at different points as children progress across the primary learning journey, has been developed through dedicated professional learning time. Staff can refer to documents created for this purpose to support planning.

Key Characteristics of Effective Learners at Birchgrove Primary School

Key Characteristic	Developing	Improving	Transforming
Collaboration	Listens to others, shares simple ideas, uses modelled language, values others' ideas. Turn taking. Working with friends and peers.	Begins to support peers, respects and values others ideas, engages in shared tasks, and is able to remain focused on the task for a period of time. Able to give peer feedback based on the steps to success. Is starting to accept peer feedback, and reflect on this.	Works effectively in groups, respects and values and diverse perspectives, supports others' learning.
Resilience	Recovers from setbacks with support, using humor to cope with difficulties. Begins to regulate emotions, knows when to ask for help, ability to wait. Using positive language when reflecting on their effort and approach to learning.	Perseveres through challenges, uses strategies to manage frustration. Able to cope with disappointment and recover using preferred strategy.	Embraces challenge, maintains motivation, models resilience for others, uses failure as a learning opportunities and draws on past experiences to do this.
Creativity & Curiosity	Explores ideas through play and imagination, asks basic questions, draws from own experiences, noticing more details in observations. When learning, I use the teachers' ideas. I am beginning to adapt these ideas to my learning.	Applies prior knowledge creatively, asks clarifying questions. Can use trial and error to explore own learning. Can come up with possible ideas to pursue when discussing new learning pathways. Is able to show initiative and be proactive when faced with a dilemma.	Ask independent questions and find out more both in and outside school, generates original ideas and unique outcomes, explores deeply, transfers learning across contexts.

Progression Step 1		Progression Step 2	Progression Step 3
Which elements of art would best be suited for Progression Step 1?		Which elements of art would best be suited for Progression Step 2?	Which elements of art would best be suited for Progression Step 3?
Drawing from real life, memory and imagination with a range of resources (does to be sketching pencils. Children may bring pencils, crayons or felt pens etc.)		Drawing from observational, memory and imagination with a range of resources with some consideration of composition and proportion. E.g. considering if the eye is in the right place, is it too big or too small?	Drawing from observational, memory and imagination with a range of resources. With consideration of composition, proportion and refinement. E.g. consider more detail in compositional pieces of work.
The use of basic lines and have a go at them in their own drawings.		<u>Line</u> Understanding the use of line developing their pencil control. Considering the width and length of lines using different resources.	<u>Line</u> Understanding the use of line with more sophisticated pencil control. Creating pattern and texture through the use of repeated lines.
The use of organic and basic shapes and have a go at using them in their own drawings. E.g. circles, squares, triangles and etc.		<u>Shape</u> Explore the use of organic and 2D shapes and have a go at using them in their drawings. E.g.	<u>Shape and Form</u> Explore the use of organic and 2D shapes and have a go at using them in their drawings. Creating 3D shapes with tone. E.g. cubes, cuboids, cylinders, spheres etc.
Progression Step 1	Progression Step 2	Progression Step 3	
Open questions	Beginning to ask some open-ended questions. More valid/ linked questions being asked.	Open questions Asking considerate and appropriate questions.	
Supported exploration/ use of materials. Support to question. Use APK.		Independently create research questions. Select and justify sources and questions. Present findings in a variety of ways and draw conclusions. Compare contrasting views, opinions and interpretations in evidence.	<u>Tone</u> Understanding drawing and tonal elements e.g. light and dark, showing shading, understanding tonality, positive and negative space. Using a range of sketching pencils to create tone by applying different pressures with more sophistication. <u>Texture</u> Drawing tonal elements and creating texture through the use of different media. Creating texture using graduated shading, blending, scumbling, stippling, cross-hatching and hatching.
Effectiveness – a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgements including reliability and utility.			
Skills – a growing sophistication of key disciplinary skills, <u>including those relating to enquiry such as framing questions</u> and using evidence to construct and support and answer, and relating that to representation and interpretation of enquiry results.		Exploration through play and outdoor learning. Ask simple questions. Sources being provided as a stimulus for enquiry.	Select some of their own sources. Comparison of sources. Beginning to look at the purpose of the sources.
		Use multiple sources. Using hypotheses. Form appropriate questions. Consider validity and reliability	

Planning: Medium and Short-term – Flexible!

Progression achieved through medium and short-term planning that leads to all pupils developing **knowledge, skills and understanding** in all AoLEs.

<u>Topic – Nationalities and Identity Camau Process Planning approach</u>	
<u>Aims</u> Develop ethically informed citizens who are knowledge about similarities and differences within society Humanities WM4/WM5 Informed self-aware citizens who engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.	<u>Worthwhileness</u> - Children to understand that everybody is unique and has an identity and Nationality. - Understand differences in society - Respect differences in society - Bias in society/ stereotypes from home - Racism – our role in addressing this - Responsibility to be culturally aware of differences - Respect society - Respect beliefs
<u>Four Purposes</u> EIC – knowledgeable about their culture, community, society and the world, now and in the past EIC - respect the needs and rights of others, as a member of a diverse society ECC - express ideas and emotions through different media HCI - have secure values and are establishing their spiritual and ethical beliefs HCI - are building their mental and emotional well-being by developing confidence, resilience and empathy HCI- take measured decisions about lifestyle and manage risk ACL- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts	<u>Content</u> APK – what is identity? Who am I? I wonder what nationality and identity means. APK What does the word nationality mean? Differences between a continent and a country. Why and when was the UNRC Rights for children founded I wonder what identity looks like in Birchgrove. Survey of diversity within year group. What languages are spoken at home? Religion – I wonder if religion exists in Birchgrove – where in the world?

Week	4 purposes	WALT	Activity	Questions	Differentiation
2/6/25	Integral skills: Creativity and Innovation – able to generate ideas.	WALT: Contribute actively and constructively to my community.	Whole Class: Activate prior knowledge – What did we say we could do/make for our anti-racism protest? Why did we say this protest is needed at our school? Ask children to stand in their afternoon groups and then each group will say what they are planning to do/make. Reflect: Do we have a good balance of things in each group? T-shirts, Banners, Flags, Signs, songs, dance etc. Explain that we will be holding the protest in the next fortnight and this week will be making week! In groups: List the different contributions on the board and ask children to work with a partner to discuss the steps to success needed for each thing. E.g. Song 1. Create a catchy tune 2. Make sure the lyrics are clear and give a message about being anti-racist 3. Decide how many lines in the song there will be. 4. Write song and practise 5. Get someone else in the group to listen and give you feedback. Children to write the steps to success in their books. Making: 1. In pairs, create the item/contribution following the steps to success. Extra task:	How will we bring our anti-racism protest to life? What will we do? What will we say/sing/chant? What will we carry? Why are we doing this?	Children will work in mixed ability groups and will work on their item at their level. Support to be given: prompts from adults, suggestions and advice.

Principles of progression influencing learning experiences:

I wonder learning journeys for all pupils that are **foregrounded** at the **planning** stage by the **Principles of Progression**. Progression will only reflect the POPs if the experiences planned make **provision** for the development of **learner effectiveness, skills, knowledge, understanding, and applications to new contexts for learning**.

The learning journey across one term reflection – Where has ‘deep learning’ taken place?

I wonder why the world is so colourful



Comment below on your reflection of the deep learning that has taken place. Consider how the children have made progress using the Principles of Progression as a reference.

- Considering Principles of Progression
 - Four Purposes
- Responsibility and Reflection

Expressive Arts	WM1	WM1 - Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
	WM2	WM2-Responding and reflecting, both as artist and audience, is a fundamental part of learning in the Expressive Arts.
	WM3	The children looked at various artist's impressions of The Helvetia shipwreck in Rhosilli. They considered the medium that was used and explored the elements of art within the piece. They considered each of the elements and the impact that the work had on the audience. Following this they explored which work they favoured and considered why this might be. In response to the artist's work the pupils completed tasks to develop the skills needed to create texture in their sketches. They then recreated their chosen artists work by sketching, whilst continuing to explore the sketching pencils. During a visit to Rhosilli, the children created a field sketch of The Helvetia which was then improved upon when back at school. A purple pen challenge was then given where the pupils reflected on the way in which they built texture and considered what they liked or what they could have improve.
Science and Technology	WM1	WM2-Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
	WM2	WM6-Computation is the foundation for our digital world.
	WM3	
	WM4	All pupils took part in creating a game for the DVLA coding challenge using Scratch. They discovered that in order to create a successful video game, game designers need to consider four key elements: characters, story setting, objective, and rules. These elements were discussed in class, along with PGEI ratings and why they are important.
	WM5	After learning about game design, the students had the opportunity to explore the games that were available on Scratch. They then worked in small groups to design their own game using the design thinking process. This involved empathising with their target audience, ideating based on what was possible for each game or platform, and coding and debugging prototypes.
	WM6	The children's hard work culminated in a game fair, which was put on for Years 3 to 5. Each group tested their prototypes and received feedback from their classmates and other pupils. The feedback was then analysed to improve the game designs. This project not only allowed the pupils to learn about game design, but also gave them the opportunity to develop their problem-solving, communication, and teamwork skills. Throughout the unit of work, you could see progression in the way in which the children were able to apply their knowledge and understanding of design thinking in a new context. The opportunity for the children to use their understanding of block coding in this context led to the increasing sophistication of this skill set. The transfer of these skills into the authentic context of a gaming fair supported the formulation of a creative solutions to their designs. The test and prototype phase of the design thinking process led to the refinement and increasing accuracy of their coding.
Humanities	WM1	
	WM2	
	WM3	
	WM4	
	WM5	
Health and Well-Being	WM1	
	WM2	
	WM3	
	WM4	
	WM5	

Deep Learning and Conceptual Understanding

Progression for each child is unique and often occurs at a different pace to other children. Progression is not necessarily linear. We have committed to providing experiences that will enable '**deeper learning**' and a development of **conceptual understanding**.

Conceptual Development

Form: What is it like?

Function: How does it work? What is it for?

Causation: Why is it like this?

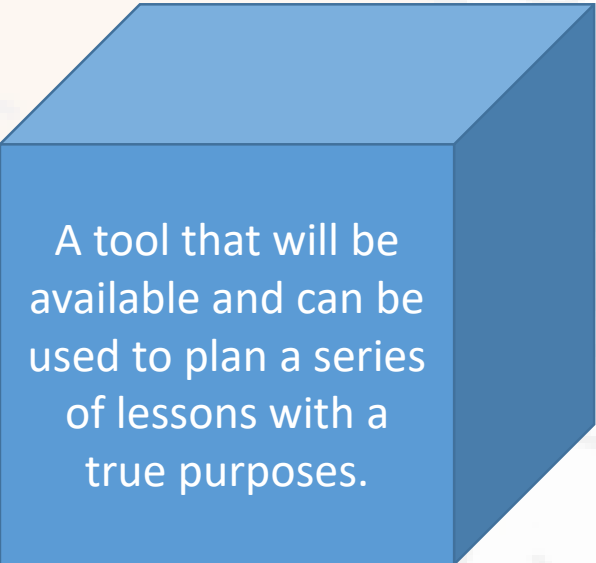
Change: How is it changing?

Connection: How is it connected to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?

Reflection: How do we know? How has my understanding developed?



A tool that will be available and can be used to plan a series of lessons with a true purposes.



In the context of the 'I wonder':



Formative Assessment

Progression for each pupil is supported through **formative assessment**. Teachers are open to observing a range of possible learning outcomes as part of their assessment of pupils – **divergent assessment**. This information influences the next steps in planning for continued learning.

Assessing in the moment... can the pupil transfer knowledge and skills? Do they truly understand?

Dydd Lun Mehegin 23

WALT: use imaginative vocabulary. ✓✓

Together, they decided to embark on a quest to the pretty and peaceful beach.

★ =

/ create another sentence for a different setting.

Together they decide
decided to embark on a
quest to the magical and
muddy haunted hove house.

★ Bendigedig!

Assessing understanding – assessment led by teacher:

1 Can you tell me what a fronted adverbial is, and give me an example in a sentence!

A fronted adverbial is where is either says the manner, time, place, frequency or degree but it has to be at the front. e.g. Three times a day I go to eat my lunch.
A fronted adverbial always has a comma after it.

Alternative ways to assess understanding:

"Well, how'd you like your first hole?" asked Squid. Stanley groaned, and the other boys laughed.

"Well, the first hole's the hardest," said Stanley.

rules for speechmarks

Speech marks are used when someone is saying something.

Speech marks look like this: " " " "

When a new person speaks you use a new line.

If the same person speaks consecutively, you carry on

Your speech marks go before the speech and after any punctuation.

You must put a comma before a speech if you are using it in a sentence.

Pupil-led assessment:

WWW- I have used information from the video and added repetition. I have emphasised sentences and personal opinions based on the cause. I added emotive language to bring the writing to life and to make people think.

EBI- I could have used alliteration and superlatives or a rhetorical question to speak more personally to the reader.

Including data and summative assessment:

Evaluations of pupil progression in the cross-curricular skill areas of **literacy and numeracy**, will be **informed** by (but not solely defined by) summative assessment tasks. This information may include reading and numeracy test data, phonic and spelling assessments, writing and oracy tasks.

Equitable Opportunities to Progress:

The **progression** of each child is **monitored** by the class teacher on a **continuous basis**. In order for all children to be able to make progress, an **equitable** approach is taken in all classes. Barriers to making progress are removed through access to the provision that is appropriate for each child (Universal and targeted provision).

Universal	• Access to high quality teaching which follows evidence-based principles. • Classroom teaching adapted to meet needs through reasonable and sustainable adjustments. • Aim to provide an enabling environment for success and inclusion.	Support at a targeted and personalised level assumes that the universal provision is in place. Additional support builds on, but does not replace, a foundation of good practice.
Targeted	• Time limited, evidence informed small group interventions. • Linked to the specific area of need being targeted • Aim to narrow or close the attainment gap.	
Personalised	• CYP made limited progress despite universal and targeted provision. • Personalised interventions based on identified needs. • Aim to maximise progress and minimise gaps.	

Pupil involvement – Reflecting on own progress:

Each **child** is **involved** in the reflection and evaluation of their own progress. They are given opportunities to develop metacognition and a growing sense of agency in shaping their own learning journey.

Reviewing progress systematically:

- **Reflective:** The progression of all pupils is evaluated via Pupil Progress Meetings at three points within the school year. This evaluation is informed by a wide range of information and evidence.
- **Responsive:** The meetings also serve to define how practitioners will respond in the case where a child's progress is not as expected.