



## Swansea Bay Partnership

### Progression plan - Phase 4 (2024-25)

The Swansea Bay Partnership will ensure a ***shared understanding of progression*** from 3 to 16 within their cluster. The 'Swansea Bay Partnership Progression Plan (phase 1, 2 and 3)' outlines the work that took place within the cluster to make this a reality, during the academic years 2022-23 and 2023-24. Working together as a cluster to support learner progression for all our young people is an expectation of Curriculum for Wales (see appendix 1) and will continue during the academic year 2024-25.

To date, AoLE Progression Leads from across the cluster have identified the key threads, derived from the ***Statements of what matter*** (mandatory) which highlight the big concepts / key ideas integral to learning in that Area, around which **knowledge, skills and experiences** are chosen. Progression Leads have begun to articulate how learners progress in the ways described by the '***Principles of Progression***' (mandatory) for each of these threads. Therefore, careful regard has been given to how learners increase their ***effectiveness***, increase their ***breadth and depth of knowledge***, deepen their ***understanding of the ideas and disciplines within the Areas***, refine and grow their ***sophistication in the use and application of skills*** and make ***connections and transfer learning into new contexts*** across the 3 to 16 continuum.

Phase 4 (2024-25) will build upon the work already achieved. The focus will be on pedagogy and how this curriculum planning can best impact upon pupils in the classroom. Cluster meetings will focus on using the principles already established to plan some learning together, with a team teaching approach taken for its delivery. Curriculum, pedagogy and assessment interconnect closely and this is an opportunity to strengthen our approaches and practices to teaching and learning within the cluster.

#### Aims of the Swansea Bay Partnership 2024-25:

- Continue the opportunities for AoLE Progression Leads to discuss curriculum and progression, e.g. for ongoing refinements to the schemata mapping;
- Develop a 'plan together, deliver together' approach to our cluster work, which will provide a 'hands on' shared understanding of progression;
- Collaborate with other clusters on progression to share our work and learn from other clusters' practice (e.g. through dialogue and collaboration with Partneriaeth);
- Embed the outcomes of our work into our schools' curricula, so that progression between phases is planned for and central to curriculum design and pedagogical choices made by all teachers. This will involve leaders disseminating the outcomes of cluster meetings to their respective teams.

### AoLE Progression Lead meetings:

| Autumn Term 2024                  |  |   |                     |
|-----------------------------------|--|---|---------------------|
| Date                              | AoLE   | Person(s)   | Venue               |
| Tuesday 10/09/24                  | Progression Leads                                      | All Progression Leads<br>Tom Basher<br>(Pertneriaeth) | Olchfa School       |
| Thursday 26/09/24<br>09:00-12:00  | Health and Well-being<br>(Planning session)            | Steve Davey/Jen Brown<br>Felicity Pool                | Parklands School    |
| Thursday 03/10/24<br>13:00-15:30  | Health and Well-being<br>(Delivery and review session) | Steve Davey/Jen Brown<br>Felicity Pool                | Parklands School    |
| Wednesday 09/10/24<br>09:00-12:00 | Humanities<br>(Planning session)                       | Gayle Quick/Aled Evans<br>Caroline Bews               | Hendrefoilan School |
| Wednesday 16/10/24<br>13:00-15:30 | Humanities<br>(Delivery and review session)            | Gayle Quick/Aled Evans<br>Caroline Bews               | Hendrefoilan School |
| Tuesday 22/10/24<br>09:00-12:00   | Progression Leads                                      | All Progression Leads<br>Tom Basher<br>(Pertneriaeth) | Olchfa School       |

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| <i>Summer Term 2025</i> |             |                  |              |
|-------------------------|-------------|------------------|--------------|
| <i>Date</i>             | <i>AoLE</i> | <i>Person(s)</i> | <i>Venue</i> |
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## **Appendix 1**

### **From 'Curriculum for Wales', 'Developing a shared understanding of progression' (Hwb)**

#### **What is a 'shared understanding of progression'?**

Developing and maintaining a shared understanding of progression means that practitioners, collectively within their school or setting and with other schools and settings together explore, discuss and understand:

- their joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in schools' and settings' curricula – drawing on the principles of progression, statements of what matters and descriptions of learning;
- how to ensure coherent progression for learners throughout their learning journey and in particular at points of transition (for example, across and between primary and secondary school; across and between funded non-maintained nursery settings and primary schools, or schools and EOTAS providers; and from year to year within a school/setting);
- how their expectations for progression compare to those of other schools and settings, to ensure coherence and equity across the education system and a sufficient pace and challenge in their approach to progression in their curriculum and assessment arrangements.

A shared understanding of progression therefore is integral to curriculum design and improving learning and teaching and is essential to support every learner to progress.

There is a clear link between these discussions and transition arrangements both within and between schools and settings. This includes planning to support Year 6 learners' transition to secondary school. In reality, some discussions between secondary schools and their feeder primary schools may contribute to both developing and maintaining a shared understanding of progression and supporting transition arrangements. However, when coming together to develop their understanding of progression, we envisage primary and secondary school practitioners will consider not only progression at Year 6 and Year 7 but the 3-16 continuum as a whole. For further information about transition, please see the next section of this guidance.

## **How should schools and settings develop a shared understanding of progression?**

Ongoing professional dialogue within and across schools and settings is central to building and maintaining this shared understanding of progression. This professional dialogue is important to:

- provide ongoing opportunities for practitioners to reflect on their understanding of progression and how it is articulated in their curriculum, thus feeding into their curriculum and assessment design, planning and self-evaluation and improvement processes;
- provide ongoing opportunities for practitioners to compare their thinking to other similar schools and settings, providing a level of consistency of expectation while retaining local flexibility;
- strengthen understanding of approaches and practice between schools and settings, including, where relevant, funded non-maintained nursery settings, PRUs and other EOTAS providers.

To support this ongoing professional dialogue, all those participating in discussions should do so on an equal basis with practitioners sharing and reflecting on their own experiences of the learning process and of supporting learners to progress. This enables them to learn from each other in a supportive environment.

The focus of discussions regarding progression will naturally evolve over time as schools and settings move through the phases of curriculum design into first teaching and then ongoing review and improvement.

To reflect the importance of these discussions between practitioners, the leaders of all schools and settings in Wales are required to put arrangements in place to enable them to participate in professional dialogue for the purpose of developing and maintaining a shared understanding of progression.

The full detail of these requirements can be found in our 'summary of legislation' with supporting information provided below. Supporting materials are also available on Hwb.