



Swansea Bay Partnership Progression plan

The Swansea Bay Partnership Plan will inform a ***shared understanding of progression*** within and between the Primary and Secondary phases. This plan outlines the work that will take place within the cluster to make this a reality.

The guidance states that:

*“Progression in learning should always be at the heart of curriculum design rather than starting with a theme and fitting the learning to it. In selecting curriculum content, schools and practitioners must use the **principles of progression** to inform their approach to progression. While descriptions of learning articulate how learners should make progress in learning around specific statements of what matters, the principles of progression articulate the broader principles of what progression means in the Area as a whole. As such, schools and practitioners must use these principles to inform all learning in supporting progression. When considering descriptions of learning or a specific context, topic or experience, the principles of progression help practitioners to understand how learners should progress with greater sophistication or depth. Practitioners should also recognise that learners will progress at different paces.”*

Aims of the Swansea Bay Partnership 2022-2023:

- Whole-school Leads will meet once every half term to develop the Swansea Bay Partnership approach to progression.
- Representatives from the Swansea Bay Partnership cluster will attend the Swansea Curriculum and Assessment Network (SCAN) meetings to share our work and collaborate with other clusters on progression.
- Meetings between AoLE Progression Leads will be facilitated to develop cohesion of the Swansea Bay Partnership schools' curricula.
- Domains of knowledge relevant to our context as a cluster will be selected, and thread maps across all Progression Steps for these chosen domains will be produced.
- The outcomes of these meetings will be embedded into our schools' curricula, so that progression between phases is planned for and central to curriculum design choices moving forward.
- Learners within our cluster will have access to curricula which build their **schema**, supporting their development towards the Four Purposes.

The Swansea Bay Partnership approach to Progression

Work within the cluster around developing a ***Shared understanding of Progression*** must stem from the Five ***Principles of Progression*** and the ***Statements of what matters***.

The guidance states that:

*Curriculum content must link back to the **statements of what matters**. This supports learners to make sense of everything they learn throughout the continuum of learning. Practitioners should use a range of contexts, perspectives and topics to contribute towards learning within a statement. This enables learners to develop a coherent framework of learning and an increasingly sophisticated understanding and application of those ideas or principles **as they progress**.*

The ***Statements of What Matters*** will be our primary reference when making choices about which domains of knowledge to select for this work. The ***Principles of Progression*** (see below) will structure our decision making about how learning within these domains progress over time.

The Principles of Progression

Five principles of progression underpin progression across all Areas. The principles are as follows:

- ***Increasing effectiveness***
 - *As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective they are able to seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.*
- ***Increasing breadth and depth of knowledge***
 - *Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.*
- ***Deepening understanding of the ideas and disciplines within the Areas***
 - *Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters.*
- ***Refinement and growing sophistication in the use and application of skills***
 - *Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop the skills of evaluating and organising information in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills. Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and*

to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

- **Making connections and transferring learning into new contexts**
 - *Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts.*

The outcomes of this work will be collated. These will form the basis of further work on creating a shared understanding of progression within the cluster going forward.

The outcomes are **not Schemes of Work** and will not describe the pedagogy or context chosen by schools to make learning authentic. The aim is to ensure that Primary and Secondary colleagues can hold meaningful discussions on progression, make decisions and have a point of reference that ensures schema building in learners.

Action plan 2022-2023:

Summer term 2022: School Leads meet to agree the domains of knowledge, which will be the focus for the first half term of 2022-23. These are:

<i>AoLE</i>	<i>Domains</i>
Languages, Literacy and Communication	Tragedy, poetry Look at schools' current mid-term plans
Mathematics and Numeracy	Look at schools' current mid-term plans Numeracy proficiencies
Health and Wellbeing	Relationships, physical health, decision making, mental health, empathy
Humanities	Sustainability, governance, globalisation, diversity, enquiry,
Expressive Arts	Explore, create, respond, techniques, perspective, colour
Science and Technology	Interactions, cycles, systems, experimentation, enquiry, design engineering, digital computation

AoLE Progression Lead meetings:

<i>Autumn half term 1: focus -</i>			
<i>Date</i>	<i>AoLE</i>	<i>Person(s)</i>	<i>Venue</i>

Thursday 15.09.22 at 13:00-15:00	All	Whole-school curriculum lead	Hendrefoilan
Tuesday 20.09.22 All day	Humanities	Progression Leads Aimee Field, Kerry Thomas and Felicity Poole	Olchfa
Tuesday 27.09.22 All day	Science and Technology	Progression Leads John Webb and Aimee Field	Olchfa
Tuesday 04.10.22 All day	Health and Wellbeing	Progression Leads Emma Milloy	Hendrefoilan
Tuesday 11.10.22 All day	Expressive Arts	Progression Leads Kerry Thomas and Lucy Johns	Hendrefoilan
Thursday 20.10.22 TBC	School curriculum leads	Progression Lead	TBC

Whole-school Leads have decided on key questions which underpin and structure the work of the AoLE Progression Leads as they work towards building a shared understanding of progression:

1. What is the key vocabulary used to build schema at this progression point?
2. What does it look like for learners to become increasingly effective?
3. In what ways is learning deepened and widened?
4. What should learners be able to do now, they couldn't before?
5. In what ways can learning be connected to other learning, both within and across AoLEs?
6. What is the prerequisite knowledge, skills and experiences for progress at this step? (note, this is in effect the outline of the previous progression step)

Glossary:

AoLE Progression Lead: The person or persons who will work across the cluster on creating a shared understanding of progression within the Area of Learning and Experience. This might be a subject lead / head of department or other member of staff with expertise in that AoLE.

Descriptions of learning: Provide guidance on how learners should progress within each statement of what matters.

Domain: An area of knowledge (i.e. closely related facts / information, skills and experience). This could be based around a concept, entity, situation or subject area. All domains can be represented by schema.

Experiences (Profiadau): The combination of knowledge and skills in a learning environment to further progress learners towards the curriculum purposes (CfW definition).

Four Purposes: The shared vision and aspiration for every child and young person.

Knowledge (Gwybodaeth): Facts, information and skills acquired through experience or education; the theoretical or practical understanding of a discipline (CfW definition).

Principles of Progression: Articulate the ways in which learners make progress

Progression Steps: 5 reference points along a continuum.

Schema: A cognitive structure representing a person's knowledge of a domain, including its qualities and the relationships between these. It serves as a guide to perception, interpretation, imagination or problem solving.

Skills (Sgiliau): The ability to undertake activities that require application of knowledge, increasing in expertise and competence (CfW definition).

Statements of what matters: Key ideas and principles of each AoLE, providing learners breadth and depth. They form the basis of learners' progression.

Thread: The mapping of the context-independent knowledge, skills and experiences that children could be introduced to over time, within a chosen domain. Threads make up a progression map. When children are taught this content, it will be through a context or several case studies, chosen by the school.

Vertical coherence: A feature of a school or cluster curriculum, where knowledge skills and experiences within a discipline are linked and deliberately built upon over time, to give students the best possible chance of grasping the learning at each stage.

Whole school-Lead: Representative from the school with responsibility in the areas of Curriculum or Progression, for example. This person will lead the AoLE progression Leads within their school.