



# Swansea Bay Partnership

## Progression plan - Phase 2

### Updated for Spring Term (January - April 2023)

The Swansea Bay Partnership will ensure a *shared understanding of progression* from 3 to 16 within the cluster. The 'Swansea Bay Partnership Progression Plan' outlines the work that will take place within the cluster to make this a reality.

AoLE Progression Leads 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*.

This work is on-going, but as it evolves will be supplemented by activities described as 'Phase 2' below:

### Phase 2:

In order to have a positive impact on learners within an individual school context, Progression Leads will need to give consideration to how the threads and articulation of progression are transferred into the design of their school's curriculum and assessment and the pedagogical choices made by teachers. The following will be key areas for Progression Leads to address in this regard:

#### *Curriculum design:*

- Review which threads have most relevance within existing/new Planned Schemes of Learning for each AoLE.
- Examine if the Planned Schemes of Learning allow threads to be revisited over time (spiral curriculum).

#### *Assessment:*

- Examine if assessment opportunities give rise to opportunities to formatively assess pupils' knowledge, understanding and skills.
- Ensure coherence between curriculum intentions and the purpose of assessment.

#### *Pedagogy:*

- Examine the pedagogical approaches to the teaching of threads/big ideas/key concepts, which could include:
  - Sharing learning intentions
  - Modelling outcomes
  - Active engagement between learner/s and teacher

- Questioning (to elicit evidence)
- Checking for understanding
- Hinge questions
- Addressing misconceptions
- Mini tasks/topic tests
- Well designed exit tickets
- Low-stakes quizzes/tests/multiple choice questions
- Peer feedback (used well)
- Self assessment (supporting pupils to be autonomous learners)

## Phase 2 AoLE Progression Lead meetings:

<i>Spring Term</i>			
<i>Date</i>	<i>AoLE</i>	<i>Person(s)</i>	<i>Venue</i>
Thursday 19.01.23 at 13:00-15:00	All	Whole-school curriculum lead	TBC
Thursday 26.01.23 All day	Humanities	Progression Lead	Dunvant
Thursday 02.02.23 All day	Health and Wellbeing	Progression Lead	Olchfa
Thursday 09.02.23 All day	Languages, Literacy and Communication	Progression Lead	Hendrefoilan
Thursday 16.02.23 All day	Expressive Arts	Progression Lead	Olchfa
Thursday 02.03.23 All day	Maths and Numeracy	Progression Lead	Hendrefoilan
Thursday 09.03.23 TBC	Science and Technology	Progression Lead	Sketty
Thursday 16.03.23 at 09:30-12:00	All	Whole-school curriculum lead	TBC

Meetings planned for the summer term will continue the work outlined in Phase 2, supplemented where necessary.

Phase 2 recognises that the end of year aims are to:

1. Ensure all AoLEs have identified clear threads that are agreed upon and shared with staff
2. Planned Schemes of Learning reflect the threads
3. Assessment opportunities provide feedback opportunities on the threads
4. Curriculum and assessment arrangements are outlined to stakeholders (e.g. parents) with reference to the Swansea Bay Progression Plan work.