

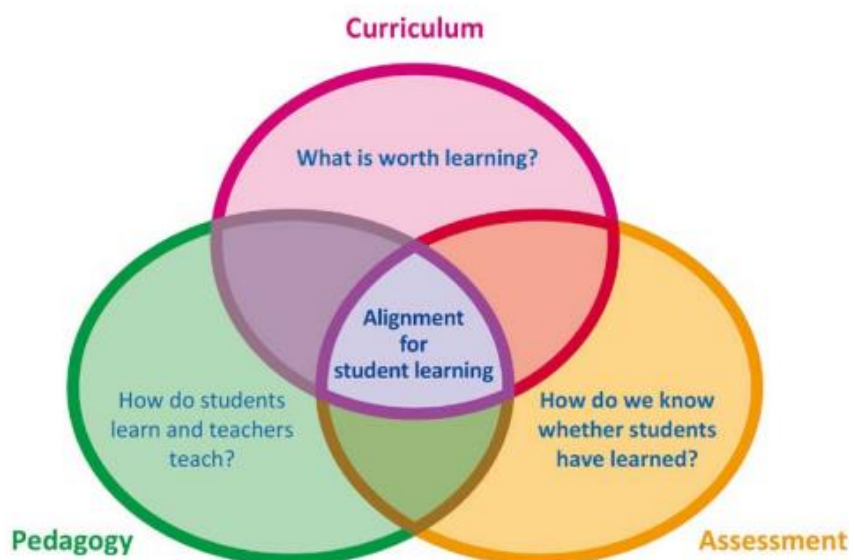
Swansea Bay Partnership

Progression plan - Phase 3 (2023-24)

The Swansea Bay Partnership will ensure a *shared understanding of progression* from 3 to 16 within the cluster. The 'Swansea Bay Partnership Progression Plan (phases 1 and 2)' outlines the work that took place within the cluster to make this a reality, during the academic year 2022-23.

Phase 3 will continue this work and incorporate collaboration on approaches to assessment and pedagogy across the cluster. Curriculum, Pedagogy and Assessment interconnect closely and must be considered together in order to maximise learner progress. This is illustrated below:

Figure 4.1 Interlocking Relationships between Curriculum, Pedagogy and Assessment



source:

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%204_en_20180831.pdf

The Swansea Bay Partnership Progression Plan Phase 3 will impact curriculum, assessment and pedagogy.

1. Curriculum:

The work commenced in 2022-23 will be revisited and reviewed. AoLEs Progression Leads will continue collaborating together to:

- Identify 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.
- Articulate how learners progress in the ways described by the '*Principles of Progression*' (mandatory) for each of these threads (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*.)

- Consider how the threads and articulation of progression are transferred into the design of their school's curriculum, for example, which threads have most relevance within existing/new Planned Schemes of Learning for each AoLE and whether Planned Schemes of Learning allow threads to be revisited over time (spiral curriculum, coherence).

2. Assessment:

Welsh Government Guidance states that “Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress.” Collaboration by AoLE Progression Leads and Assessment Leads will occur to:

- Develop a cluster-wide understanding of the three roles of assessment (1. supporting individual learners on an ongoing, day-to-day basis; 2. identifying, capturing and reflecting on individual learner progress over time; 3. understanding group progress in order to reflect on practice)
- Explore whether there is coherence between curriculum intentions and the purpose of assessment.
- Share formative assessment approaches that will facilitate learner progression along the 3 to 16 continuum.

3. Pedagogy:

- Examine the pedagogical approaches used across the 3 to 16 continuum to meet the individual needs of the full range of learners.
- Explore how sharing approaches to pedagogy within the cluster, can help enable learner progression

AoLE Progression Lead meetings:

<i>Autumn Term 2023</i>			
<i>Date</i>	<i>AoLE</i>	<i>Person(s)</i>	<i>Venue</i>
Monday 23 rd October 9 to 12.	NA	Progression Leads.	Olchfa
Tuesday 7 th November 9 to 12	Science and Tech.		Cila
Tuesday 14 th November 9 to 12 –	LLC		Sketty
Tuesday 21 st November 9 to 12 –	Ex Arts		Cila
Tuesday 28 th November 9 to 12.	H&W		Parkland,
