



Milford Haven School Shared Understanding Progression Plan 2023-24

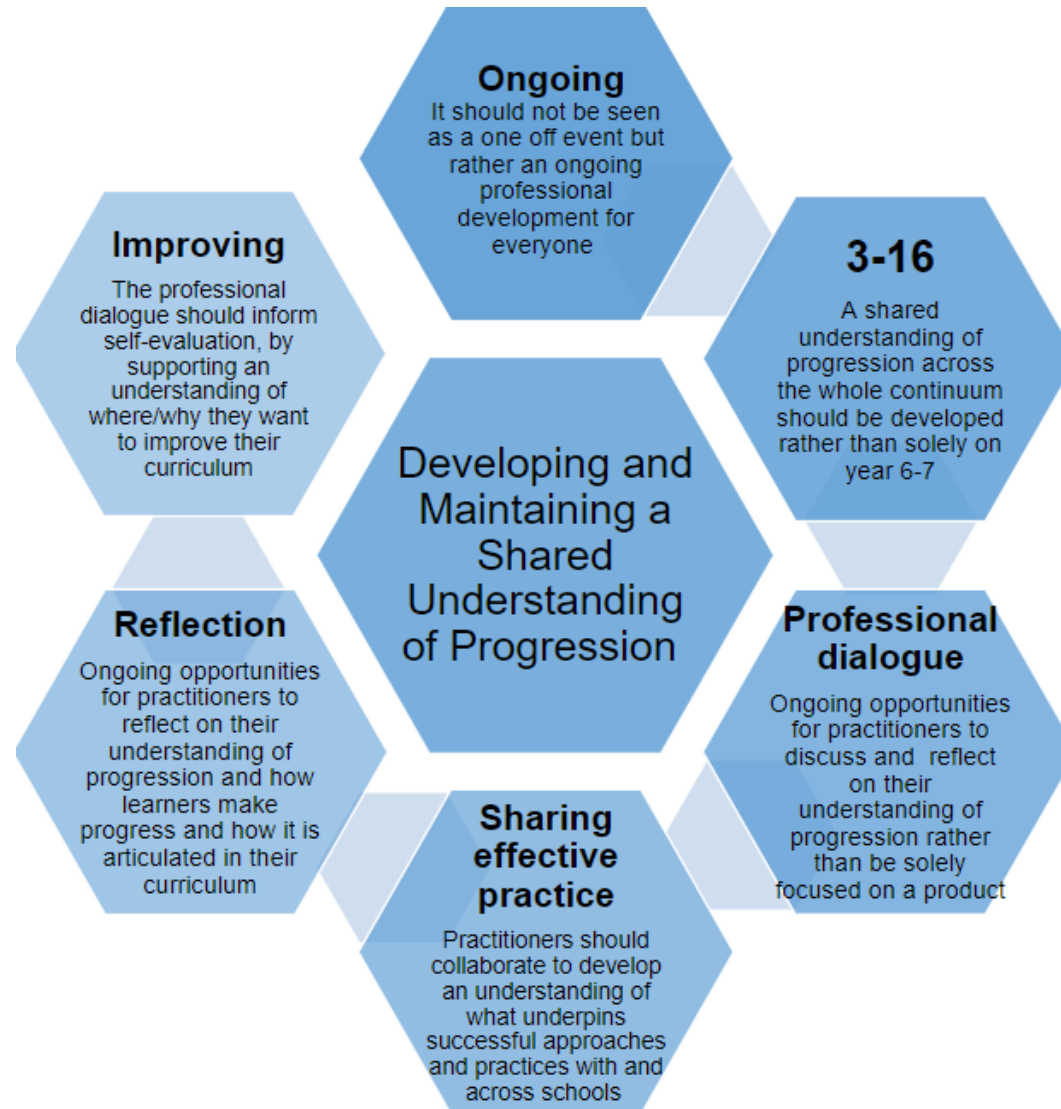
Milford Haven School is committed to continue to make arrangements to support on-going professional dialogue between practitioners within our school, across other schools, other settings and within our cluster to develop and maintain a shared understanding of progression across the relevant curriculum.

Milford Haven School is committed to:

- working with the headteacher and governing body of other schools within our cluster to make arrangements for teachers from the schools to participate in on-going professional dialogue for the purpose of developing and maintaining a shared understanding of progression.
- engaging with the headteacher of Neyland PLC, inviting them to nominate practitioners to participate in on-going professional dialogue for the purpose of developing and maintaining a shared understanding of progression.
- engaging with 'Really Pro' provider, inviting them to participate in on-going professional dialogue for the purpose of developing and maintaining a shared understanding of progression.
- make arrangements for SLT, Directors of AOLEs and teachers in our school to participate in on-going professional dialogue with practitioners from other secondary schools and secondary school networks for the purpose of developing and maintaining a shared understanding of progression.



Key principles for developing and maintaining a shared understanding of progression:





Plan:

Within the school	Within the cluster	Outside of the Cluster
<p>Professional Dialogue</p> <ul style="list-style-type: none"> ● Every member of staff to be a part of the ongoing co-construction and improvement of the curriculum, to ensure that its design enables pupils to make progress as described in the principles of progression and supports them in achieving the Four Purposes. ● Ongoing Staff Professional Learning to understand the principles of progression, descriptions of learning and progress steps. <p>Sharing Effective Practice</p> <ul style="list-style-type: none"> ● Ongoing Staff Professional Learning to share effective teaching & learning strategies which support pupil progress e.g. Formative assessment ● Practitioners observe other practitioners' lessons and pupils' work to develop understanding, as well as discuss and reflect upon effective practice. ● Share effective practice consistently, for example, during the following meetings: <ul style="list-style-type: none"> ➢ Central Leaders meetings ➢ AOLE CfW meetings ➢ School Improvement Groups ➢ Cross-curricular CPD events <p>Reflection</p> <ul style="list-style-type: none"> ● Reflecting on pupil progression, principles of progression, progress steps and 	<p>3-16</p> <ul style="list-style-type: none"> ● Practitioners and schools to act on the agreed transition plan which is reviewed annually <p>Professional Dialogue</p> <ul style="list-style-type: none"> ● Share, discuss and update agreed KPIs with other practitioners within the cluster to deepen understanding of progression in Knowledge, Skills and Experiences ● Collaborate with AOLE Directors and SLT during scheduled CPD Fridays and joint Cluster Inset days to develop a curriculum which promotes continuity in learning for Y5/6 into Y7/8 transition pupils. ● Providing ongoing opportunities for practitioners to compare their thinking with other schools, ensuring some consistency of expectations, but while still offering flexibility at the same time, aiming to deepen understanding of progression and share effective practice. ● Collaborate with curriculum coordinators for CWRE, RVE and RSE and other relevant areas to support cluster work. <p>Sharing Effective Practice</p> <ul style="list-style-type: none"> ● AOLE Directors to share effective teaching & learning resources, as well as pedagogical approaches for reducing the attainment gap of disadvantaged pupils with other schools ● Practitioners to observe other practitioners within Cluster schools to develop and maintain a shared understanding of progression and reflect upon effective practice ● Share effective practice consistently, through a range of meeting and CPD opportunities, for example: <ul style="list-style-type: none"> ➢ MHSIG Headteachers' meetings 	<ul style="list-style-type: none"> ● Continue to work closely with Partneriaeth AOLE and subject leads to work with other schools from beyond our cluster, through formal arrangements made by SLT. ● CfW Leads to attend national/regional networks, conversations and other CPD opportunities e.g. Partneriaeth AoLE Networks and South Wales Network to strengthen curriculum provision and discuss a common understanding of progression. The South Wales Network meetings where progression is discussed and effective practice is shared include: <ul style="list-style-type: none"> ➢ Headteachers group ➢ Teaching & Learning group ➢ Curriculum group ➢ ALN leads group ● Practitioners continue to work closely with school and curriculum enrichment organisations, including: NPEP year 4, Creative Schools and local STEM companies. ● Practitioners to continue working with National organisations e.g. Careers Wales, The Art Council for Wales, WJEC, SACRE ● Share effective practice consistently, especially during Local Authority meetings including: <ul style="list-style-type: none"> ➢ PASH ➢ Curriculum, Pedagogy and Assessment group



<p>descriptions of learning take place regularly during calendared:</p> <ul style="list-style-type: none"> ➤ Standards meetings within AOLES ➤ AOLE standardisation & moderation meetings ➤ Work scrutiny activities ➤ When reflecting on lesson observations/ incremental coaching <p>Improving</p> <ul style="list-style-type: none"> ● Every member of staff to be a part of the ongoing self-evaluation and quality assurance processes of the curriculum, to ensure that its design enables pupils to make progress as described in the principles of progression and supports them in achieving the Four Purposes. 	<ul style="list-style-type: none"> ➤ Cluster CPD Fridays ➤ CfW Cluster INSET days ➤ Cluster T&L leads <ul style="list-style-type: none"> ● Also share good practice and meaningful professional dialogue with external agencies within our cluster, to ensure we have consistent understanding of progression: <ul style="list-style-type: none"> ➤ Neyland PLC ➤ Really Pro <p>Reflection</p> <ul style="list-style-type: none"> ● Reflecting on progression, transition plans and KPI targets take place during transition CPD events, as well as organised training days for specific AOLES. <p>Improving</p> <ul style="list-style-type: none"> ● Further developing shared transition language, an understanding of the principles of progression and common assessment language across the cluster to further improve continuity for transition. 	<ul style="list-style-type: none"> ➤ Heads of department network meetings ➤ Data group
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Developing and maintaining a shared understanding of progression within our school

<p style="text-align: center;">Action</p>	<p>Rationale and desired impact How will this action inform:</p> <ul style="list-style-type: none"> ● future professional dialogue ● curriculum and assessment design ● pedagogies
<p>Professional Dialogue</p> <ul style="list-style-type: none"> ● Every member of staff to be a part of the ongoing self-evaluation and quality assurance processes of the curriculum, to ensure that its design enables pupils to make progress as described in the principles of progression and supports them in achieving the Four Purposes. ● Ongoing Staff Professional Learning to understand the principles of progression, descriptions of learning and progress steps. 	<ul style="list-style-type: none"> ● To ensure equity for learners within our school, it is important that there is a shared understanding of the fundamentals of curriculum design, along with a shared understanding of learner progression, including expectations around what progression may look like and the pace at which learners may progress.



<p>Sharing Effective Practice</p> <ul style="list-style-type: none"> ● Ongoing Staff Professional Learning to share effective teaching & learning strategies which support pupil progress, like formative assessment strategies, MHS <i>First Five</i> strategies and RADY. ● Practitioners observe other practitioners' lessons and pupils' work to develop understanding, as well as discuss and reflect upon effective practice. ● Share effective practice consistently during a wide range of staff meetings, within and across AOLEs. 	<ul style="list-style-type: none"> ● This will enable practitioners to reflect on curriculum design and ensure shared expectations around learner progression. ● Opportunities for practitioners to reflect on their understanding of progression, to ensure coherence, parity and equity within the school. We want to strengthen understanding of approaches and practice within our school to best support our learners. ● This will create opportunities for our practitioners to own the reform process in our schools, to feel valued, motivated and empowered by contributing to its continuing development, so we can ensure the long-term success of the reforms ● Continuous co-construction will ensure coherent progression for learners throughout their learning journey and in particular at points of transition
<p>Reflection</p> <ul style="list-style-type: none"> ● Reflecting on pupil progression, principles of progression, progress steps and descriptions of learning take place regularly during calendared meetings. 	<ul style="list-style-type: none"> ● Our wide range of pupil progress meetings, within and across AOLEs, will provide opportunities for practitioners to focus both on individual and cohort learner progress, identifying strengths, areas for improvement and next steps, for pupils and practitioners.
<p>Improving</p> <ul style="list-style-type: none"> ● Every member of staff to be a part of the ongoing self-evaluation and quality assurance processes of the curriculum, to ensure that its design enables pupils to make progress as described in the principles of progression and supports them in achieving the Four Purposes. 	<ul style="list-style-type: none"> ● Our self-evaluation and quality assurance processes will provide equity for all stakeholders in our school, ensuring that reflection leads to improved practice in an ongoing school improvement cycle.

The plan will be reviewed regularly.