

interconnected. The guidance stated that the curriculum should be planned with assessment in mind. Alignment of the curriculum meant the school knowing the intended curriculum and plotting it out in the best order for progress and whether assessment and pedagogy allowed the curriculum to happen on the ground. This had been approached with staff during the September INSET when they had been reminded of the work done the previous year and looked at the lived experience of pupils' development towards the four purposes which tied in with the school's emphasis on 'ready, respectful, safe'. They had been shown an infographic detailing the overlap between pedagogy, curriculum and assessment and been given time to discuss what was worth learning. Careful choices had to be made. Then, they had considered how students learned information, how it was taught (pedagogy) and how they knew if students had learned (this was one of the roles of assessment). The purpose of doing this was to maximise pupil progress over time and this would be the priority of work for the next year. There was much work already taking place at Learning Area level and that would be shared with staff during INSET. Mrs Salmon said that understanding of curriculum alignment fed into many other things. Assessment could identify where this underpinned the curriculum plan. Assessment and the curriculum should work together to support the understanding of progress and feed back to pupils and parents/carers.

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In answer to a question about whether they believed they were going in the right direction, Mrs Salmon said that she and Mrs Thompson were always considering what they should be doing for the pupils: it was in their nature to be constantly questioning and evaluating. They did not ever feel that they had 'nailed it' but they were happy with the direction of travel and with the way things were aligning - not only across their work but across that of other senior leaders. Mr Kennedy said that it was still the case that no other schools were at the same advanced point as Olchfa and were still requesting visits to discuss what the school had done. They could think ahead to the proposed changes to GCSEs while other schools were still catching up. In answer to a question about what would happen if the Welsh Government pulled the new curriculum, Mr Kennedy said that the work that had already been done reflected the needs of the school so, if that happened, the school would be on a strong footing to continue its work.

7 Mrs Thompson agreed saying that the main concern was 'Does it move learning on?' It would be a red flag if they believed something they were doing was not facilitating that. There was a lot of discussion around the new curriculum with many different opinions being voiced. Staff needed a straightforward and simple message. This was not to say that the message was lacking in terms of intelligence or authenticity but senior leaders would do the hard work to produce a simple message for people to get behind in the classroom. Mrs Salmon said they were proud of the broad nature of this work, its cross-cutting themes and focus on skills. They felt they were making the right choices and taking the time to do this properly.

T&L23.06 Assessment Plan – Roles of Assessment, Curriculum for Wales

8 Assessment was part of curriculum alignment. There was further information provided in the document which had been circulated. There were three roles of assessment in the Curriculum for Wales and this approach was helpful and encompassed what the school was trying to achieve.

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- **Supporting individual learners on ongoing day to day basis:** There would be ongoing work on pedagogy to support and refine AfL methods and align pedagogy with this role of assessment. They would continue to use the Teaching and Learning Bulletins to support ideas around responsive teaching and ways to support learner progression on an ongoing day to day basis.
 - **Identifying, capturing and reflecting on individual learner progress over time:** LAs would continue their work on curriculum alignment to ensure assessment helped to understand pupil progress over time in relation to learning intentions and to help move learning on. There would be INSET which would concentrate on refining reporting procedures to ensure they fulfilled CfW requirements and helped move learning on. Internal school data capture would need to be valid, reliable and consistent in order to support the understanding of each learner. Data needed to be accessible and utilised effectively. Processes needed to enable the school to work with learners and parents/carers to reflect on progress and help move learning on – there would be a Form Tutor reporting process and Learning Leader intervention. The Learning Leader element of the current reports would be removed in order to help facilitate this.

- **Understanding group progress in order to reflect on practice:** the use of ATL & PP/PPG data capture would be evaluated and refined in order to support ongoing curriculum evaluation. Is assessment allowing us to make valid judgements in relation to learner progress? Do key tasks allow us to monitor progress in relation to learning intentions? Does feedback on formal Formative Assessment facilitate progression? Is the curriculum ordered in the most effective way to allow progression? LL use of data to monitor the progression of groups of learners would also need to be considered and refined.

10 Mr Kennedy said that SLT were discussing how to provide sufficient information to ensure that staff, governors, pupils and parents/carers could understand what assessment was telling them in terms of progression (both on an individual and group level). Mrs Salmon said they were working on building a holistic 'pupil on a page' type of document which would pull together a range of data which would include a clear explanation of that data as it related to a particular individual.

11 In answer to a question regarding availability of performance analysis data, Mr Kennedy explained that there was currently no easy way of combining all the relevant data so that it could be effectively interrogated in the ways staff (and Governors) would like but that this was something Mrs Bramer was working on.

12 In answer to a question about those who did not have the technology to be able to access the electronic assessment documents etc, Mrs Salmon said that this would be taken into account. She also confirmed that Learning Leaders would be the point of contact for any queries.

T&L23.07 CWRE - Pilot

13 Mrs Thompson reported that Olchfa was taking part in a Careers and Work Related Experiences (CWRE) pilot scheme. Out of five Swansea schools that had applied for the pilot, Olchfa was the only one that had been successful. CWRE would support the broader vision for the curriculum at Olchfa and, as a cross cutting theme, would be embedded within the curriculum of each Learning Area. Once the pilot had been completed, other schools could apply to gain the Careers Quality Award. (Currently the school had a Careers Mark but this would soon not exist.) In the new curriculum landscape, the Careers Quality Award would demonstrate

that the school was ensuring CWRE was embedded within the curriculum and integral to pupils achieving the aims of the four purposes. It would take three years and be quite a lot of work. Stage 1 involved the leadership required to promote and embed CWRE in the curriculum. Some of this was already being done within iDevelop and Ruth Davies's role. The second stage would involve development and the third was all about impact. In answer to a question, Mrs Thompson said there was no funding available to support this initiative and that Careers Wales would be assessing the pilot. There was a CWRE Strategic Plan which set out the vision and a draft CWRE Policy had been prepared by the school and was available for Governors to take away and reflect upon. It would also be electronically circulated with the minutes of the meeting so any comments or feedback could be shared at the next meeting on 28 February. Mrs Thompson said it might be helpful to have a Link Governor for CWRE. Mrs Smith said she would like to take on this role.

T&L23.08 To note the date of the next meeting

14 Governors noted that the next meeting would take place on Wednesday 28 February 2024.

15 There being no further business, Mrs Smith thanked Mrs Salmon and Mrs Thompson for their presentations and the meeting concluded at 6.30 pm.