



## City and County of Swansea

### Notice of Meeting

You are invited to attend a Meeting of the

## Education & Skills Service Transformation Committee

**At:** Multi-Location Meeting - Lilian Hopkin Room, Guildhall / MS Teams

**On:** Wednesday, 9 April 2025

**Time:** 4.00 pm

**Chair:** Councillor Mike Durke

**Membership:**

Councillors: F M Gordon, B Hopkins, Y V Jardine, L R Jones, S Joy, S Pritchard and T M White

**Watch Online:** <http://tiny.cc/EducationSTC09-4>

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### Agenda

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<b>3 Minutes.</b> To approve & sign the Minutes of the previous meeting(s) as a correct record.	1 - 3
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A handwritten signature in black ink that reads 'Huw Evans'.

**Huw Evans**  
Head of Democratic Services  
Thursday, 3 April 2025

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Contact: Democratic Services - (01792) 636923

# Agenda Item 3



City and County of Swansea

## Minutes of the **Education & Skills Service Transformation Committee**

Multi-Location Meeting - Lilian Hopkin Room, Guildhall / MS

Teams

Wednesday, 19 February 2025 at 4.00 pm

**Present:** Councillor M Durke (Chair) Presided

**Councillor(s)**

F M Gordon  
S Joy

**Councillor(s)**

B Hopkins  
S Pritchard

**Councillor(s)**

L R Jones  
T M White

**Officer(s)**

Gareth Borsden  
Rhodri Jones  
Kellie Kidd  
Helen Morgan-Rees  
Kate Phillips  
Sarah Tillman  
David Thomas

Democratic Services Officer  
Head of Achievement & Partnership Service  
Lawyer  
Director of Education  
Head of Vulnerable Learner Service  
Team Manager for Education Strategy  
Principal School Improvement Adviser

**Also present**

Councillor R V Smith – Cabinet Member for Education & Learning

**Apologies for Absence**

None

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**31 Disclosures of Personal & Prejudicial Interests.**

In accordance with the Code of Conduct adopted by the City & County of Swansea, no interests were declared.

**32 Minutes.**

**Resolved** that the Minutes of the Education & Skills Service Transformation Committee held on 15 January 2025 be approved and signed as a correct record.

**33 Policy on the Principles of Pupil Progression.**

David Thomas presented a report which sought to create a clear set of principles for Swansea schools as a framework to support pupil progression going forward.

The background and ideas to the development of the principles, the key considerations examined and the reports, presentations and discussions/debate at previous committee meetings were all outlined in the report and verbal presentation.

The draft principles were outlined and detailed in Appendix A to the report.

The officer went through and detailed each of the draft principles page by page.

These would be the subject of consultation and discussion with various relevant stakeholder groups before a final draft report is brought back to the committee for approval.

The Cabinet Member and Director welcomed the report and thanked the Officer for the work in developing the set of principles.

Members made comments and asked questions of the officer, who responded accordingly.

The Chair also welcomed the report and again thanked the officer for the work in developing a robust set of principles that could be used by schools across Swansea going forward.

**Resolved** that

- 1) The draft policy is approved for engagement with wider stakeholders.
- 2) The draft policy is refined following stakeholder input and brought back to the committee for further approval.

#### **34 Respect, Rights and Relationships Policy for Schools (Draft Behaviour Policy).**

Kate Phillips presented a report which outlined a draft local authority behaviour policy setting out expectations and responsibilities for rights-based respectful relationships across schools as part of a revised strategy for improving pupil behaviour.

The background to the drafting of the new policy, the local and national contexts, the legal issues to be addressed and covered, the various stakeholder events and consultation sessions held to date and the feedback and findings received from these, and the discussions and input from previous committee meetings were all outlined in detail in the report and the presentation.

The draft policy was outlined and detailed at Appendix A to the report.

The officer went through and detailed each of the draft policies page by page, and outlined several minor amendments that would needed to be made to the text.

Members made comments and asked questions of the officer on the draft policy, who responded accordingly.

Members also suggested some additional minor amendments.

Both sets of amendments were noted and agreed.

The Cabinet Member and Director welcomed the report and thanked the Officer for the work in developing the new policy.

The Chair also welcomed the report and again thanked the officer for the work in developing the new policy for Swansea schools going forward.

**Resolved** that the draft policy be approved following the minor amendments outlined in the meeting and referred to Cabinet.

**35 Work Plan.**

The Chair outlined the workplan for the committee for the remainder of 2024/2025.

The meeting ended at 5.15 pm

**Chair**

# Agenda Item 4



## Report of the Director of Education

Education & Skills Service Transformation Committee - 9 April 2025

### Policy on the Principles to Promote Learning

<b>Purpose:</b>	To create a clear set of principles for Swansea schools as a framework to support pupil progression and refine schools' teaching and learning policies.
<b>Policy Framework:</b>	Curriculum for Wales and Swansea Council's Corporate Plan 2024-2028.
<b>Consultation:</b>	Access to Services, Finance, Legal.
<b>Recommendation(s):</b>	It is recommended that:  1) The committee consider the wider stakeholder views expressed since the drafting of the policy. 2) The refined draft policy is considered and recommended to cabinet for approval.
<b>Report Author:</b>	David Thomas
<b>Finance Officer:</b>	Caroline Rees-Jones
<b>Legal Officer:</b>	Stephen Holland
<b>Access to Services Officer:</b>	Rhian Millar

#### 1. Introduction

- 1.1 Curriculum reform in Wales has placed a fresh emphasis on learner achievement, whether that is progress of individual learners in lessons, over time or as part of a group.
- 1.2 In supporting the transformative reform agenda of the Curriculum for Wales in Swansea, the school improvement team has been working with the Education and Skills Service Transformation Committee to highlight the importance of individual pupil progression and what the consistent expectations might be across schools.

- 1.3 The committee has already received insightful presentations on what is meant by assessment and progression. Following stakeholder engagement, further valuable input has been gathered, and the draft principles have been refined to reflect this feedback. The revised principles are intended to be used consistently to maximise pupil progression.
- 1.4 The committee has worked closely with senior officers, including the Principal School Improvement Adviser and the Cabinet Member for Education and Learning on the topic of pupil progression.
- 1.5 The committee is asked to review the amended Principles to Promote Learning Policy document, which incorporates stakeholder feedback. The refined draft policy is now for final approval.
- 1.6 This report strives to address and include many of the prior considerations, comments and input by both the committee and stakeholders into a coherent draft policy document in Appendix A.

## **2. Key considerations to date**

- 2.1 In drafting a set of principles to promote learning in Swansea schools, consideration has been given by the committee to capturing existing effective practice and supporting the interpretation of pupil progression across schools and settings within the local authority.
- 2.2 The committee has considered that overall progression in learning is a process of developing knowledge, skills and understanding over time. The aim at the conclusion of their compulsory education is for each young person to reach their individual potential. This means they should be successful and ready for post-16 educational opportunities or the world of work.
- 2.3 It is acknowledged that one of the requirements for each school and setting is that it has to publish, through its governing body, its arrangements for curriculum and assessment. Ongoing assessment should be in place for every learner and the core purpose of assessment is to support pupil progression.
- 2.4 The local authority has already facilitated professional development and a shared understanding of linear progression for pupils from 3-16. The school improvement team has also recently supported schools to evaluate pupil progression and invested in school improvement professionals to help support pupil progression.
- 2.5 The committee is appraised of the aim for teachers and school leaders to build the new curriculum from the ground up. Evidence suggests a balance needs to be struck between top down and bottom-up approaches – a midway point is needed between the tighter elements of

policy which offer signposts and the space for local variation, increasing expertise. This draft policy serves both requirements.

- 2.6 It is appropriate that the committee has agreed on a set of principles to promote learning because improving teaching and learning is a key theme within improving Education and Skills within the Council's Corporate Plan.
- 2.7 The committee has consistently emphasised the importance of having the same educational aspirations for all with an imperative of not disadvantaging learners because of the impact of poverty.

### **3. Stakeholder Engagement Feedback**

- 3.1 During the stakeholder engagement period (20 February – 31 March 2025), a range of valuable input was received from headteacher colleagues and professional partners in response to the draft *Principles*. Feedback was gathered both via written responses and through direct commentary on the structure and content of the draft policy. Overall, there was broad support for the intent and scope of the document, with stakeholders recognising its potential to unify practice across the local authority and support the progression of all learners in a consistent, inclusive and evidence-informed way.
- 3.2 Respondents welcomed the emphasis on holistic development, individualised learning and inclusive pedagogy. However, a recurring theme was the need to clarify how the local authority's principles add value beyond existing Welsh Government (WG) and Curriculum for Wales (CfW) guidance. Several stakeholders noted overlap with national documentation, with calls to streamline some sections and articulate more clearly what is distinctive about Swansea's local interpretation—particularly in terms of practical application and expectations at school level.
- 3.3 Additional suggestions included the need for clearer definitions (e.g. “environment of excellence” and “independence”), broader references to all learners rather than focusing solely on those with ALN and greater emphasis on formative assessment that informs planning and addresses misconceptions promptly. Contributors also proposed enhancements such as referencing the Enabling Learning guidance, incorporating metacognition and ipsative assessment and including areas like creative arts and mental health more explicitly.
- 3.4 Importantly, many school leaders expressed the need for the final document to be practitioner-friendly, avoiding duplication of existing resources and instead offering clear, actionable guidance that supports implementation. There was support for including worked examples or case studies as well as recognition that the principles should empower schools rather than act as an additional layer of accountability

#### 4. General Issues

- 4.1 Appendix A now provides a final draft set of principles for approval al by the Education and Skills Service Transformation Committee.
- 4.2 Following a period of stakeholder engagement, a number of thoughtful and constructive suggestions were received from school leaders and colleagues across the sector. As a result, several amendments have been made to strengthen the clarity, inclusivity and practical application of the *Principles*. These changes aim to ensure that the final version is both locally meaningful and supportive of national policy.
- 4.3 To improve clarity, several terms and phrases were refined. For example, “environment of excellence” has been defined more clearly to reflect high expectations, mutual respect and a culture of curiosity. Similarly, references to “independent learning” were clarified to recognise that independence can take different forms depending on pupil age and stage, including choice-making, self-reflection and managing tasks with increasing autonomy. In response to feedback, inclusive language has been strengthened - for instance, references to pupils with Additional Learning Needs (ALN) now explicitly include *all learners* to reflect a broader commitment to equity.
- 4.4 Additional content was incorporated to enhance the practical relevance of the document. The guidance now includes references to the Enabling Learning framework available on Hwb, highlights the importance of metacognition in supporting learner autonomy and introduces the concept of ipsative assessment as a way of tracking pupil progress over time. Mental health has been added to sections relating to well-being and healthy lifestyle choices and minor typographical errors were also corrected for clarity.
- 4.5 Furthermore, the role of assessment has been reinforced throughout the document, with clearer emphasis placed on its formative purpose. Changes clarify that assessment should inform future teaching, address misconceptions promptly and support both individual learner growth and group-level curriculum planning. Where appropriate, the use of assessment information to inform governance and evaluation processes has also been acknowledged.
- 4.6 Collectively, these changes reflect a genuine co-construction process and aim to ensure that the Principles are not only theoretically sound but also practically supportive for schools across Swansea as they continue to embed progression at the heart of their curriculum and teaching practices



## **5. Post-Adoption Development Opportunities**

- 5.1 While a number of refinements to the Principles have been made in response to stakeholder feedback, several valuable suggestions are more appropriately addressed through continued development work after the policy is adopted. These areas offer opportunities to build on the strong foundation of the Principles and ensure they are embedded meaningfully across Swansea schools.
- 5.2 One key area for future development is the creation of practical tools and case studies to support implementation. Stakeholders emphasised the need for guidance that goes beyond theory and reflects real-world classroom practice. As such, a suite of practitioner-facing materials - such as worked examples, templates and snapshots of effective approaches - can be developed to illustrate how the Principles translate into day-to-day teaching, learning and assessment.
- 5.3 There is also scope to offer professional learning opportunities to further unpack complex concepts within the Principles. Terms such as "independence", "environment of excellence" and "metacognition" could benefit from shared discussion and exploration across schools to ensure a consistent understanding and application. In addition, further work can support schools to refine their assessment practice - particularly around formative assessment, addressing misconceptions promptly and exploring the use of ipsative approaches that track individual learner growth over time.
- 5.4 Finally, links with wider policy frameworks and strategic school improvement processes can be strengthened. This includes developing supplementary guidance that aligns the Principles with national resources such as the Curriculum for Wales, the Enabling Learning guidance and Relationships and Sexuality Education (RSE) frameworks. Support for school leaders and governors in using progression data to inform evaluation and planning could also be incorporated into future improvement cycles.
- 5.5 These ongoing actions will ensure that the Principles not only reflect local priorities but also empower schools to embed them effectively and sustainably.

## **6. Integrated Assessment Implications**

- 6.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
  - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Deliver better outcomes for those people who experience socio-economic disadvantage.
- Consider opportunities for people to use the Welsh language.
- Treat the Welsh language no less favourably than English.
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

6.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

6.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

6.1.3 An IIA Screening Form (Appendix B) has been completed with the agreed outcome that a full IIA report was not required due to the positive impact for learners and practitioners in schools.

## **7. Financial Implications**

7.1 There are no financial implications associated with this report.

## **8. Legal Implications**

8.1 There are no legal implications associated with this report.

**Background Papers:** None

### **Appendices:**

Appendix A	Final Draft Principles to Promote Learning Policy
Appendix B	IIA Screening Form

Appendix A

# **Draft Principles to Promote Learning v0.3**

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An Excellent Education for all by Working  
Together



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DRAFT

## Introduction / Foreword

The Education and Skills Service Transformation Committee (STC) has examined the importance of common and clear expectations about the conditions in which individual learners are likely to make good progress with their learning in schools.

Following consideration about the emphasis on learner achievement (not just the final attainment of learners in examinations), including a range of evidence and feedback provided by partners from the University of Wales Trinity Saint David (UWTSD), Swansea's School Improvement Team (SIT), the Cabinet Member for Education and Learning and STC committee members themselves, a draft set of principles is formulated.

The STC's commitment to supporting policy and strategy to improve the wellbeing objective within the Council's Corporate Plan is sustained in its particular focus in 2024-2025 on teaching and learning.

The development of a set of guiding principles for emphasising the importance of pupil progression cannot be underestimated. Any policy developed must ultimately be useful for practitioners within Swansea schools. In order that Swansea's SIT can support and evaluate teaching and learning across the city, it is vitally important to articulate the local authority's expectation of what good looks like.

In recent years it has been important to develop policy in tandem with stakeholders. Much of the input into the draft policy has come from curriculum reform in Wales but also from existing effective practice in Swansea schools. In order to refine the policy further, participation in formulating a final draft is now required before the STC make further recommendations on this policy development.

It is proposed that stakeholder engagement to refine the policy will be via Swansea's School Improvement Partnership (SIP) both on a face-to-face basis and via written response between 20 February 2025 and 31 March 2025. It is envisaged that the policy would support existing teaching and learning policy documents within schools, if adopted by governing bodies.

In a few cases, the principles of progression may already be developed and explicit in school policy documents. However, by creating a set of common guiding principles, it is hoped that more schools can be supported to adopt better practices to improve learner outcomes.

The policy document is not intended as a monitoring tool to hold schools to account but as a consistent, agreed approach in Swansea of how the core business of teaching and learning is re-addressed, particularly in a post-pandemic era.

## **Section 1 Teaching, learning and assessment to support pupil progress**

### **1.1 Teaching approach**

#### **1.1.1 Pace and challenge**

Move learning forward at an appropriate pace, ensuring all pupils, including those with Additional Learning Needs (ALN), and those impacted by poverty and disadvantage, are presented with an appropriate level of challenge and support tailored to their individual needs.

#### **1.1.2 High expectations**

Maintain high expectations for all pupils, encouraging them to reach their full potential and fostering a culture of high expectations, respect, and ambition.

#### **1.1.3 Questioning and feedback**

Employ questioning and feedback techniques that actively support pupils' progress and guide them towards further achievement.

#### **1.1.4 Response to learning**

Be adaptive, continually responding to pupils' learning needs both during lessons and over time. Modify teaching approaches as necessary to ensure pupils' learning is consistently supported

#### **1.1.5 Promote self-awareness**

Help pupils recognise their strengths and areas for improvement, fostering an environment where they can develop as effective and confident learners

#### **1.1.6 Stimulating learning environment**

Create an engaging and motivating learning environment that encourages curiosity, creativity, and enthusiasm for learning. Make use of current guidance from the Welsh Government around 'Enabling Learning.'

### **1.1.7 Tailored to additional needs**

Ensure that teaching is well-matched to the needs of all pupils, including those with ALN, based on a deep understanding of their learning requirements.

### **1.1.8 Independence and collaboration**

Provide opportunities for pupils to work both independently and collaboratively, cultivating essential teamwork and critical thinking skills.

### **1.1.9 Pupil autonomy**

Where appropriate, offer pupils opportunities to influence their learning, allowing them to take ownership of their educational journey.

### **1.1.10 Staff involvement**

Where necessary, integrate additional staff to support pupils in their learning, ensuring all pupils have the help they need to succeed.

## **1.2 Learning Outcomes**

### **1.2.1 Skills acquisition:**

Pupils show the acquisition and application of essential skills in listening, speaking, reading, writing, numeracy, and digital literacy.

### **1.2.2 Skills application across curriculum:**

Pupils demonstrate the application of these skills at an appropriate level commensurate with individual ability.

### **1.2.3 Holistic development:**

Pupils show the development of physical, social, and emotional skills that prepare pupils for later life and citizenship.

### **1.2.4 Welsh language proficiency**

Pupils exhibit Welsh language communication skills, both in formal teaching activities and informal settings, irrespective of their starting points.

### **1.2.5 Positive attitude**

Pupils show a positive attitude towards learning, with engagement, motivation, and a willingness to persevere when challenges arise.

## **1.2.6 Behaviour and participation**

Pupils demonstrate positive behaviour and active participation in learning activities, contributing to a productive classroom atmosphere.

## **1.2.7 Perseverance and problem-solving**

Pupils show perseverance and the ability to seek new solutions when encountering difficulties.

## **1.2.8 Positive relationships**

Pupils show positive working relationships with both peers and adults, fostering a collaborative and respectful learning community.

## **1.2.9 Response to feedback:**

Pupils display positive and purposeful responses to feedback, indicating an openness to learning and self-improvement.

## **1.2.10 Involvement of parents and carers**

Ensure parents and carers have the relevant information needed to be able to offer support to their child throughout the academic year.

## **1.3 Curriculum Design**

### **1.3.1 Breadth and depth**

Provide pupils with a broad and well-rounded curriculum, covering a range of areas of learning and experience, ensuring depth and progression.

### **1.3.2 Cultural and linguistic awareness**

Foster understanding of the history, culture, and linguistic heritage of the local area, Wales, and the wider world, celebrating diversity and multiple perspectives.

### **1.3.3 Inspiration and aspiration**

Inspire pupils and raise their aspirations, encouraging them to explore their potential and develop a love for lifelong learning.

### **1.3.4 Authenticity**

Plan learning opportunities that are relevant to pupils. Consider local, regional, national and international topics which promotes engagement.



### **1.3.5 Understanding societies**

Develop pupils' understanding of the complex nature of societies by raising awareness of the history of their own communities and communities which may differ from the pupils' own immediate experience, including Black, Asian, and Minority Ethnic people.

### **1.3.6 Creative and artistic development**

Support pupils' creative and artistic development, encouraging them to express themselves and engage with different forms of art.

### **1.3.7 Spiritual, moral, social and cultural awareness**

Promote spiritual, moral, social, and cultural development, helping pupils to reflect on their values, beliefs, and relationships with others.

### **1.3.8 Respect for diversity**

Foster positive and respectful attitudes to diversity, particularly within the context of Relationships and Sexuality Education (RSE), emphasizing equity, rights, and advocacy for diverse identities and experiences.

### **1.3.9 Relationships, personal and social development**

Support pupils' development in understanding healthy relationships, gender equity, and respect for all forms of diversity, including gender and sexuality, including in the context of LGBTQ+ lives.

### **1.3.10 Healthy lifestyle choices**

Equip pupils with the knowledge and skills to make informed, healthy lifestyle choices, considering the impact of their decisions on their physical, emotional, and mental well-being.

### **1.3.11 Religion, values and ethics (RVE)**

Develop provision that has regard to Swansea's agreed syllabus. Support pupils' spiritual development, allow them to make connections to the natural world, contemplate meaning and purpose, and be creative going beyond the everyday.

## **1.4 Assessment**

### **1.4.1 Purpose of assessment**

Assessment must support the progression of each individual learner across all age ranges.

### **1.4.2 Assessment process**

Assessment is an ongoing, iterative process which is indistinguishable from learning and teaching.

### **1.4.3 Approaches**

Learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of each pupil's development.

### **1.4.4 Progression in learning**

Practitioners should plan to deepen and broaden pupils' knowledge, understanding and skills over time.

### **1.4.5 Supporting ongoing day-to-day progress**

Embedded in teaching, processes should identify individual strengths, areas for development and barriers to learning. For example, regular dialogue with pupils, other practitioners and parents/carers.

### **1.4.6 Learner progress over time**

Develop systems that record day-to-day observations (these should be wide-ranging) and enable practitioners to identify progress over different periods of time.

### **1.4.7 Reflecting on individual progress**

Reflection should help practitioners to give feedback to pupils, address misconceptions promptly, inform immediate next steps, plan future planning, inform challenge/support required, develop longer term pupil goals and report to parents/carers.

### **1.4.8 Group progress**

Systems that use information about group progress will support schools to evaluate their effectiveness. For example, the way a school's curriculum supports vulnerable learners. Summative information may also support leaders to evaluate curriculum impact and pupil progression.

### **1.4.9 Informing pedagogy**

Summaries of pupil progress across the school will support robust evaluation and improvement planning. For example, to better understand curriculum strengths and areas for improvement.

## Section 2 Swansea's key principles of pupil progression

### 2.1 The 12 principles of pupil progression

Pupil progression refers to the ongoing development and advancement of a learner's knowledge, skills, and understanding as they move through their education.

It involves not just academic growth, but also social, emotional, and personal development. The 12 core principles of pupil progression are:

#### 2.1.1 Continuous and holistic development

##### Academic and non-academic growth

Progression is not limited to academic achievement but includes the development of physical, social, emotional, creative and personal skills. An integrated approach ensures that pupils develop the capacity to pursue educational, vocational and sporting opportunities.

##### Social and emotional progress

Pupils should also make progress in their emotional regulation, social skills, and self-awareness. This includes developing resilience, confidence, and the ability to work collaboratively with others.

#### 2.1.2 Individualised and personalised learning

**Recognising diverse needs:** Every pupil progresses at their own pace, and learning should be tailored to meet individual needs. Pupils with different learning styles, abilities, and backgrounds should be supported in ways that help them make meaningful progress. This should be underpinned by a sound knowledge of child development.

**Learning journeys:** Progression should be viewed as a personal learning journey, where each pupil's strengths, areas for development, and unique interests are acknowledged and nurtured and supported.

#### 2.1.3 Clear expectations and high standards

##### Clear learning outcomes

There should be clear expectations for what pupils should know, understand, and be able to do at each stage of their education, including

awareness of post-16 opportunities. These should be communicated transparently to both pupils and educators.

**High expectations for all:** Every pupil, regardless of their starting point, should be challenged to achieve their best. High expectations encourage pupils to push beyond their limits and believe in their potential for growth.

#### 2.1.4 Support and challenge

##### Balanced approach

Pupils should be both supported and challenged in their learning. Adequate support, for example scaffolding or differentiation, should be provided to ensure they can overcome barriers to learning, while appropriate challenge should stretch their abilities and encourage them to take risks.

##### Scaffolded learning

As pupils progress, they should receive varying levels of support that gradually reduce as they develop greater independence and mastery of skills.

#### 2.1.5 Feedback and reflection

##### Formative feedback

Regular, meaningful feedback should be given to help pupils understand where they are in their learning, where they need to improve, and how to make progress. Feedback should be constructive, specific, and actionable.

##### Self-assessment and reflection

Pupils should be encouraged to reflect on their own learning. Self-assessment helps them to identify their strengths and areas for improvement, fostering ownership of their progression.

**2.1.6 Ongoing and varied assessment:** Assessment should be continuous and varied, involving both formal and informal methods, for example, observations and quizzes. This provides a comprehensive view of a pupil's progress.

**Formative and summative assessment:** Formative assessments (conducted during the learning process) should be used to monitor progress and inform teaching strategies. Summative assessments (end-of-term/ year) should be used for measuring overall achievement.

#### 2.1.7 Inclusion and equity

##### Inclusive education

All pupils should have equal opportunities to progress, regardless of their background, abilities, or challenges. Inclusive practices should remove barriers to learning, particularly for disadvantaged pupils, those with ALN, and those facing other personal challenges.

## **Equitable support**

Support structures must be in place to ensure that all pupils, including those from disadvantaged backgrounds or with additional learning needs, are given the resources they need to progress.

### **2.1.8 Pupil voice and autonomy**

#### **Learner-centred progression**

Pupil voice should be central to the process of progression. Pupils should have opportunities to set their own goals, express their learning needs, and have a say in how their learning is structured and assessed.

#### **Encouraging independence**

Progression should support the development of independent learners. Pupils should be encouraged to take responsibility for their learning and become active participants in the learning process.

### **2.1.9 Motivation and engagement**

#### **Intrinsic and external motivation**

Progression relies on developing intrinsic motivation—driven by a desire to learn and succeed. However, external motivation, such as feedback, recognition, and structured goals, plays a key role in reinforcing this drive. Used effectively, it can enhance confidence and engagement, supporting the transition to independent learning.

#### **Engaging learning environments**

The learning environment should be stimulating, relevant, and engaging, encouraging pupils to take an active interest in their learning and progress.

### **2.1.10 Pace and consistency**

#### **Appropriate pace**

The pace of progression should be appropriate to the individual's learning needs. A few pupils may need more time to master certain concepts, while others may be ready to move on sooner.

#### **Consistency across stages**

Progression should be consistent across different stages of education, with clear links between primary, secondary, and further education. Pupils should see how their learning builds over time and how their current learning connects to future goals.

## **2.1.11 Building on prior knowledge**

### **Scaffolding progression**

New learning should build on what pupils already know. Progression should connect prior learning with new concepts, ensuring that pupils can make connections between ideas and consolidate knowledge.

### **Spiralling curriculum**

Concepts should be revisited and built upon at different stages, allowing for reinforcement and deepening of understanding over time.

## **2.1.12 Preparing for future success**

### **Skills for life**

Progression should support pupils to develop metacognitive skills—learning how they learn and prepare pupils not only for the next academic stage but also for future life challenges and destinations, including employment, occupations, citizenship, and personal well-being.

### **Real-world application**

Pupils should be encouraged to apply their learning to real-world situations, preparing them for life beyond the classroom.

Please ensure that you refer to the Screening Form Guidance while completing this form.

**Which service area and directorate are you from?**

Service Area: Achievement and Partnership  
 Directorate: Education

**Q1 (a) What are you screening for relevance?**

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

**(b) Please name and fully describe initiative here:**

Principles of learner progression

This is a set of agreed, local authority principles to describe the expectations the local authority has in relation to supporting pupil progress. This has been co-constructed by a range of educational partners to ensure it is relevant, achievable and clear. It aims to set out broad and consistent expectations to support schools and settings when planning their approach to assessment. It aims to identify and share current, effective practice and takes account of the Welsh Government’s Curriculum for Wales guidance.

**Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)**

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Human Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches? Please provide details below – either of your activities or your reasons for not undertaking involvement**

The principles have been co-constructed by local authority officers, school/setting-based practitioners, university lecturers and local authority councillors.

**Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:**

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?  
 Yes  No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?  
 Yes  No
- c) Does the initiative apply each of the five ways of working?  
 Yes  No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?  
 Yes  No

**Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)**

High risk

Medium risk

Low risk

**Q6 Will this initiative have an impact (however minor) on any other Council service?**

Yes  No **If yes, please provide details below**

This should impact the practice of schools and settings. Any required changes will be supported by the school improvement team. Professional learning will be developed to support implementation.

**Q7 Will this initiative result in any changes needed to the external or internal website?**

Yes  No **If yes, please provide details below**



**Q8 Does the initiative involve changes to the way you process the personal data of Council staff or service users, for example the purchase of new customer management software?**

Yes  No

If your answer is yes, you should also screen the initiative for any implications regarding privacy and other GDPR rights and consider whether you need to amend your entry in the Council's Information Asset Register. Please use the following link to the online screening form for a Data Protection Impact Assessment <https://staffnet.swansea.gov.uk/dpiascreening>  
For more about the Information Asset Register, please see <https://staffnet.swansea.gov.uk/informationassetregister>

**Q9 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?**

*(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)*

The cumulative impact of the "Principles of Learner Progression" proposal is broadly positive, particularly in enhancing consistency and clarity in pupil assessment across schools and settings. By aligning with the Curriculum for Wales and incorporating the views of educators, local authority officers and other stakeholders, the initiative supports equitable learner development. The inclusive approach ensures the framework is sensitive to diverse educational contexts, mitigating the risk of uneven application across communities.

When considering wider organisational decisions, there appears to be minimal adverse effect on vulnerable groups. Although minor changes in school practice may challenge some, the embedded support through professional learning and school improvement teams reduces the risk of cumulative disadvantage. The initiative promotes long-term educational equity and opportunity for all learners.

## Outcome of Screening

**Q9 Please describe the outcome of your screening using the headings below:**

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q9)**

### **Summary of impacts Identified and Mitigation Needed (Q2)**

The initiative is expected to have a positive impact on learner progression by providing clear expectations and supporting schools/settings in assessment planning. Some low-level negative impact may arise from required changes in school practices, but mitigation through professional learning and support from the school improvement team is in place.

### **Summary of Involvement (Q3)**

The principles were co-constructed through engagement with local authority officers, school-based practitioners, university lecturers, and local authority councillors, ensuring broad relevance and feasibility.

**Well-being of Future Generations (WFG) Considerations (Q4)**

The initiative aligns with the Well-being of Future Generations Act (Wales) 2015, supporting the corporate well-being objectives and contributing to the seven national well-being goals. It follows the five ways of working and aims to balance present and future needs.

**Any Risks Identified (Q5)**

The initiative poses low risk, with potential minor impacts related to changes in school practices. Risks are mitigated through ongoing professional learning and support from experienced officers.

**Cumulative Impact (Q9)**

The initiative is expected to have a positive cumulative impact on learner outcomes by providing clear progression expectations. While schools may require some adjustments, marked as a low level negative impact, this would be minimal due to established support systems. The long-term effect will enhance educational standards and benefit future generations.

(NB: This summary paragraph should be used in the 'Integrated Assessment Implications' section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

<b>Screening completed by:</b>
<b>Name:</b> David Thomas
<b>Job title:</b> Principal School Improvement Adviser
<b>Date:</b> 06.02.25
<b>Approval by Head of Service:</b>
<b>Name:</b> Rhodri Jones
<b>Position:</b> Head of Achievement and Partnership
<b>Date:</b> 07/02/2025

Please return the completed form to [accesstoservices@swansea.gov.uk](mailto:accesstoservices@swansea.gov.uk)

# Agenda Item 5



## Report of the Director of Education and Chair of the Education & Skills Service Transformation Committee

Education & Skills Service Transformation Committee – 9 April 2025

### Education & Skills Service Transformation Committee Annual Report 2024-2025

<b>Purpose:</b>	To provide Council with an update on the progress made on the development of principles for pupil progression, and on a policy for supporting positive behaviour in schools.
<b>Policy Framework:</b>	Corporate Plan 2022-2028, Education & Skills
<b>Consultation:</b>	Education & Skills Service Transformation Committee, Access to Services, Finance and Legal.
<b>Recommendation(s):</b>	It is recommended that:  1. That the draft report be approved and referred to Council.
<b>Report Author:</b>	Sarah Tillman
<b>Finance Officer:</b>	Caroline Rees-Jones
<b>Legal Officer:</b>	Stephen Holland
<b>Access to Services Officer:</b>	Rhian Millar

#### 1. Introduction

- 1.1 In accordance with the Terms of Reference, the purpose of Service Transformation Committees is to contribute to the ongoing development of the Council's agreed transformation activities (specifically in relation to the Council's corporate plan, policy commitments, Corporate Transformation Plan, and Medium-Term Financial Plan) for consideration and adoption by Cabinet Members, Cabinet and / or Council as appropriate.

- 1.2 It was agreed that the work plan for the Committee during the 2024-2025 municipal year would focus on:
- Learner progress and the development of a set of 'Swansea Principles'
  - Supporting positive behaviour in schools
- 1.3 This report summarises the contribution of the Education and Skills Transformation Committee towards the development of the principles of pupil progression and new policy for supporting positive behaviour in schools.

## **2. Principles of Pupil Progression**

- 2.1 In June 2024, the Principal School Improvement Adviser provided information to the Committee to support a potential work plan item around the development of a set of 'Swansea Principles' for progression. This included explanations around accountability, the role of governing bodies, local and regional scrutiny arrangements, the work of Estyn, procedures in place to support schools, and definition and clarity around assessment and assessments. Progression was defined as 'how a learner develops and improves their knowledge and skills over time'. Members of the committee discussed and asked further questions, which the Principal School Improvement Adviser responded to. The Cabinet Member and Director also responded, indicating that a more focused and simplified approach could be beneficial to schools.
- 2.2 In July 2024, the Principal School Improvement Adviser provided the Committee with a verbal update in the first meeting as a work plan item for learner progress. The update considered designing a Swansea set of principles and to develop understanding around how to interpret pupil progression across our schools and settings within the local authority. Overall progression in learning was defined as 'a process of developing knowledge, skills and understanding over time'.

The requirements for each school and setting were shared with the Committee, including that that it had to publish, through its governing body, its arrangements for curriculum and assessment. Ongoing assessment should be in place for every learner and assessment was about pupil progression.

The Committee were provided with details of a programme to support a shared understanding of linear progression from 3-16. This programme did not support an individual view of a school's curriculum design of the principles of progression that sat underneath it, and the School Improvement Team had responded to this through the development of episodes of evaluation. The Committee were informed that a lead officer for curriculum, learning and teaching had been appointed, with the School Improvement Partnership being the recipient of bids or business models from schools and or cluster partnerships to develop

some work together. Various options were outlined to provide principles and practical guidance for schools and settings in order to progress this piece of work. The Committee made a number of comments and asked questions, which the Principal School Improvement Adviser responded to accordingly.

- 2.3 The next meeting on this item took place in September 2024, with Elaine Sharpling from the University of Wales Trinity St. David (UWTSD) outlining the background to the Camau i'r Dyfodol/Steps to the Future Project which is a Welsh Government funded scheme between UWTSD and Glasgow University. The presentation included an explanation of the Curriculum for Wales (CfW) and the guidance required from Welsh and Local Government; the thinking required around curriculum, assessment and pedagogy and challenges faced by practitioners; further definition and explanation around progression; and the connections between different stages and levels of learning. Committee members discussed the presentation and asked various questions, particularly around the post covid impact on school attendance, rise and potential implications of home schooling, cluster working, additional pressure being placed upon teachers by the new CfW and the need to support and help teachers with the new way of working that the CfW has brought.
- 2.4 The Principal School Improvement Adviser followed with a presentation which outlined a background and basis for a set of Swansea principles for pupil progression. This presentation included the role of assessment; what assessment should support; supporting individual learners on a day-to-day basis; identifying, capturing and reflecting on individual learner progress over time; understanding group progress in order to reflect on practice; summarising the current position; and next steps to outline principles of effective formative assessment, reference a range of strategies, develop a better understanding of both feedback and next steps needed by learners and examples of effective practice. The Committee discussed the presentation and asked questions around the issues and topics detailed within it, particularly around support to disadvantaged children, adverse childhood experiences, trauma relating to difficult family circumstances & substance misuse etc and their effect on young people, school cluster approaches and the need for consistency, pace and monitoring of progress, impact and availability of flying start scheme.
- 2.5 In December 2024, the Principal School Improvement Adviser provided the Committee with a detailed presentation, outlining the position relating to the development of a series of Principles for Pupil Progression in Swansea Schools. The presentation detailed further the role of assessment; supporting individual learners on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time; understanding group progress in order to reflect on practice; summarising where the use of assessment is particularly strong, schools ensure that it has a formative role in improving teaching

and helps pupils better understand their learning; the next steps to outline principles of effective formative assessment, reference a range of strategies, develop a better understanding of feedback and a better understanding of learner next steps and examples of effective practice. Areas to be considered as part of Swansea's Principles of Learner progression and their benefits were shared in detail, with the construction of a draft document with stakeholder engagement as a next step. The Committee made a number of comments and questions around the development of the new principles and consideration that schools would need to be involved and supported through the introduction of the new principles. The Committee outlined the need to support vulnerable learners, free school meals pupils, reading standards and literacy standards, with parental involvement and support also a key issue.

- 2.6 In February 2025, a set of draft principles were shared with the Committee for Swansea schools as a framework to support pupil progression going forward. It was outlined that the principles would be subject to consultation and discussion with various relevant stakeholder groups before a final draft report is brought back to the committee for approval. Committee members made comments and asked questions. The Committee resolved that the draft policy would be refined following stakeholder input and brought back to the Committee for further approval.

### **3. Supporting Positive Behaviour in Schools**

- 3.1 In June 2024, the Head of Vulnerable Learners Service provided information to the Committee to support a potential work plan item around supporting positive behaviour in schools. A definition of behaviour was shared, an overview of the current situation and context in Swansea and the legal obligations of the local authority. Next steps were shared for consideration.
- 3.2 Following the meeting, Committee Members were invited to attend a multi-agency young person's behaviour workshop to inform planning and shape development of a future policy.
- 3.3 In July 2024, the Head of Vulnerable Learners Service provided a presentation to the Committee, outlining the elements that were being worked on to support behaviour, including partnership work, workshops and a questionnaire for schools. An update was given around the multi-agency young person's behaviour workshop, that included the issues faced by agencies/organisations; what approaches were needed; what the agencies could offer; how organisations could work collectively; and the next steps. The Committee was informed that a second event had been scheduled for September 2024. Committee members discussed the presentation and asked questions around the issues and topics within it.

- 3.4 In October 2024, the Head of Vulnerable Learners updated the Committee with a presentation around progress, which included the workshops held; the main issues identified; what approaches are needed; what could other people/organisations offer the Council; how organisations could work collectively; the 'Iceberg' effect of problems and issues affecting young people and the possible options to support these; the funding context and pressures affecting and impacting upon budgets; agreeing a vision; and the next steps. The Committee discussed the points raised, made various comments relating to the presentation and asked questions around the issues and topics detailed within it, particularly around costs/finances within the authority and the impact of increased spending in one area that impacts on other service areas/silo mentality, possible better spending/targeting of resources, the long term impact of covid, increased community/parental engagement, the role of school governors and the delivery plan and toolkit timescales. Members welcomed and supported the various multi-agency sessions held and the ongoing consultation exercise that is ongoing.
- 3.5 In January 2025, the Team Manager for Pupil Support presented a report to update the Committee on progress made in relation to developing a new Swansea Council behaviour policy for schools and sought their input on the next steps. The report contained and detailed information around the background to the development of the new policy; the change and increase in challenging behaviour in schools and increase in exclusions; various social and demographic reasons and impacts upon behaviour; the increase in numbers of Additional Learning Needs and neurodiverse learners; the duties of the local authority to promote high standards of education; progress to date including the workshops and the stakeholders that attended; a questionnaire that was shared with schools and how the workshops, surveys and feedback have enabled a clearer focus on issues and approaches needed; and details around follow-up workshops to support the development of a new policy focusing on respect, rights and responsibility. The Committee discussed in detail the report and the presentation and made various comments and questions in relation to them both. The Committee agreed that a draft policy was to be shared in the February meeting.
- 3.6 In February 2025, The Head of Vulnerable Learners Service presented a draft local authority behaviour policy in detail with the Committee, that set out expectations and responsibilities for rights-based respectful relationships across schools as part of a revised strategy for improving pupil behaviour. The background to the drafting of the new policy, the local and national contexts, the legal issues to be addressed and covered, the various stakeholder events and consultation sessions held to date and the feedback and findings received from these, and the discussions and input from previous committee meetings were also shared. Committee Members asked questions and made comments and suggested some additional minor amendments to be made to the

policy and resolved that the draft policy be approved following the minor amendments and referred to Cabinet.

- 3.7 In March 2025, a Behaviour Conference was held for Swansea schools and was attended by the Chair of the Education and Skills Service Transformation Committee. The draft policy and toolkit were launched during the conference.

#### **4. Progress to the end of the Municipal Year 2024/2025**

- 4.1 Following the input of the Education and Skills Service Transformation Committee and other stakeholders including headteachers, the draft principles of progression have been refined and will be presented to the Committee in April 2025 for final consideration and approval. Following approval, this will be referred to Cabinet (Appendix 1).
- 4.2 A new policy titled 'Swansea Council Respect, Rights and Responsibility Policy' has been developed for supporting positive behaviour in schools. Feedback and amendments were made to the draft policy following the February meeting and the final draft was referred to Cabinet in April 2025 (Appendix 2).

#### **5. Integrated Impact Assessment Implications**

- 5.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between people who share a protected characteristic and those who do not.
  - Deliver better outcomes for those people who experience socio-economic disadvantage
  - Consider opportunities for people to use the Welsh language
  - Treat the Welsh language no less favourably than English.
  - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 5.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.



- 5.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

The IIA process has been undertaken for each of the new policies and are included alongside their reports to Cabinet.

## **6. Legal Implications**

- 6.1 There are no specific legal implications associated with this report.

## **7. Financial Implications**

- 7.1 There are no financial implications associated with this report.

**Background Papers:** None

### **Appendices:**

Appendix 1 – Swansea Principles for Pupil Progression (Item 4 on Today's Agenda Pack)

Appendix 2 – Swansea Council Respect, Rights and Responsibility Policy – [Agenda for Cabinet on Thursday, 10 April 2025, 10.00 am - Swansea](#)

# Agenda Item 6



## Report of the Chair

### Education & Skills Service Transformation Committee

### Work Plan 2024-2025

Date of meeting	Agenda Items	Lead Officer(s)
12 June 2024	Work Plan Discussion	
24 July 2024	Supporting Positive Behaviour in Schools. Learner Progress.	Kate Phillips David Thomas
18 September 2024	Learner Progress: Update on the Camau i'r Dyfodol - Steps to the Future Project Swansea Progress and Expectations	Elaine Sharpling – UWTSD David Thomas
23 October 2024	Supporting Positive Behaviour in Schools	Kate Phillips
4 December 2024	Learner Progress	David Thomas
15 January 2025	Supporting Positive Behaviour in Schools	Kate Phillips
19 February 2025	Policy on the Principles of Pupil Progression. Supporting Positive Behaviour in Schools - Draft Final Report.	David Thomas Kate Phillips
9 April 2025	Policy on the Principles to Promote Learning. Annual Report 2024-2025.	David Thomas Helen Morgan-Rees