

LLISWERRY HIGH SCHOOL



KEY STAGE 2 3 TRANSITION POLICY

Owner:	Mr N Davies
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LLISWERRY HIGH SCHOOL KEY STAGE 2/3 TRANSITION PLAN (2019 – 2020)

This plan represents a commitment on the part of a partnership of schools, known as the Lliswerry Cluster, to work together to ensure a seamless transition for pupils as they progress from the primary to the secondary phase of their education. The partnership/cluster comprises the following schools:

- Lliswerry Primary School
- Maindee Primary School
- Somerton Primary School
- St Andrew's Primary School
- Glan Llyn Primary School
- Lliswerry High School

Transition Management/Coordination

Responsibility for the development, managing the implementation and review & evaluation of the plan rests with the Headteachers of the above schools, who formally meet on at least two occasions every term. They are supported in this work by the High School's Key Stage 2/3 Transition Co-ordinator, who has principal responsibility for ensuring that the aims, policies and priorities agreed by the Headteachers are effectively actioned. Support is also provided by members of the LA's School Improvement and Inclusion team.

Aims

The aims of the partnership/cluster are to:

- Achieve continuity and progression in terms of the content and delivery of the curriculum and, in turn, the academic development and achievement of pupils
- Prepare Key Stage 2 pupils and their parents/carers for the transfer process and to minimise the concerns that they may have regarding the move to the larger and more complex environment of the High School
- Promote the continued social and personal development of pupils
- Ensure the availability and effective use of relevant pupil transfer data
- Share expertise and resources
- Ensure that staff are fully aware of the 'other phase' particularly in terms of practice, methodology and pupil experience
- Contribute to the development in the community of a shared understanding of the education processes and of their values and importance.

The translation of these aims into practice is achieved in the following ways:

A Joint Curriculum Planning & Development

This currently includes,

- (i) Key Stage 2/3 Bridging Units in English (with an emphasis on PSHE), Mathematics and Welsh, where specific pieces of work are begun towards the end of Year 6 and completed at the start of Year 7. There is cross-phase teacher planning, preparation and delivery of these units.

- (ii) The joint planning and/or sharing of information relating to schemes of work, teaching strategies and assessment procedures, particularly in relation to the core subjects, by primary and secondary colleagues.
- (iii) Joint training sessions/courses for both teaching staff and learning support assistants.

During the period 2011 to 2013, it is planned to continue with and further develop the above with particular emphasis on ensuring that curriculum continuity and progression extends beyond the core subjects to include the foundation subjects. It is also planned to focus on Literacy and Numeracy support and intervention programmes and the Skills Framework. The Bridging Units will be reviewed as necessary and the High School will develop the work started in 2009-10 to review its Year 7 curriculum to ensure continuity with the Cluster's Key Stage 2 curriculum, taking note of issues such as the thematic approach and the International Primary Curriculum.

B Continuity in Teaching & Learning and Classroom Organisation & Management Strategies

This currently involves,

- (i) Visits of High School staff, particularly those new to the school, to partner primary schools to become familiar with teaching & learning strategies, especially for Literacy and Numeracy, and assessment and classroom management practices.
- (ii) The provision of training sessions for both teaching staff and learning support assistants, particularly in relation to Literacy and Numeracy teaching & learning strategies at Key Stage 2.
- (iii) The use of the High School's facilities & resources by the partner primary schools for example, Design Technology, Sport, Music, Drama.
- (iv) A focus for literacy and learner profiles in English and Welsh.

During the period 2019 to 2020, it is planned to continue with and further develop the above.

C Consistency in Assessment and Monitoring and the Tracking of Pupils' Progress

This currently includes,

- (i) Staff from both phases working together, with support & guidance from LA Advisers, to develop and use common assessment portfolios and learner profiles, particularly in the core subjects and Welsh. The aims are to achieve consistency across all of the partner primary schools in the criteria used to award specific attainment levels and to enable the High School to plan appropriate progression.
- (ii) The partner primary schools providing the High School with a range of assessment & attainment data, including Key Stage 2 Teacher Assessments and NFER standardised test scores, (CATs, Progress in English etc), together with information relating to pupils' attendance and behaviour. These are used to facilitate the composition of teaching groups, the identification of individual pupils' strengths and weaknesses, the setting of individual pupils' performance targets and for monitoring and support processes.
- (iii) The partner primary schools providing examples of pupils' Year 6 work, including a piece of extended writing which is placed in their Year 7 exercise books in all subjects. These examples are intended to serve as a reference point or baseline, against which progress and achievement can be monitored.
- (iv) The collection for every Year 7 pupil, on a termly basis, of data relating to effort and attainment in all subjects. This is used by form tutors and pastoral staff to monitor pupils

progress in relation to their targets and is also fed back to primary colleagues to further aid the identification of achievement and underachievement.

- (v) Meetings of the cluster's ALNCOs to consider and develop common pupil assessment and support processes.
- (vi) In the two terms prior to transfer, meetings and discussions involving relevant staff, - Year 6 class teachers, Head of Year 7, ALNCOs, form tutors etc, - in order to build up a detailed profile of the academic, social and personal development and needs of Year 6 pupils. The pupils also contribute directly to this process via a Pastoral Bridging Unit, which is reviewed with their form tutor on a number of occasions throughout Year 7.

During the period 2019 to 2020, it is planned to continue with and further develop the above. With the extension of Teacher Assessment at Key Stage 2 to include the foundation subjects, there is also the intention to begin to develop common assessment portfolios for those subjects.

D Introduction, Induction & Support of Pupils and their Parents to the High School

This currently includes,

- (i) Joint concerts and opportunities for primary school pupils to attend High School music/drama productions.
- (ii) The High School's annual Open Evening and New Parents Evening to which pupils and their parents are invited.
- (iii) Specialist Curriculum Days for Years 5 and 6 pupils, e.g. Creative/Performing Arts, Science, Technology and Modern Foreign Languages.
- (iv) The holding, in the middle of the Autumn Term, of a meeting for Year 7 parents, form tutors and senior staff to discuss 'settling in' processes and to confirm achievement targets.

During the period 2019 to 2020, it is planned to continue with and further develop the above. The work of the specialist team of Year 7 tutors will, for example, have an emphasis on supporting pupils to improve their undertaking of homework, the implementation in Year 7 of Building Learning Power strategies and the development of Key Skills.

E Consistency in Schools' Policies

Over the last few years, the Headteachers and senior managers of the cluster's schools have worked closely together on the sharing and development of elements of commonality in a range of policies. These have included,

- Anti-Bullying
- Pupil Attendance
- Behaviour and Discipline
- Equal Opportunities/Multi-Cultural Education
- Child Protection
- Home-School Agreement
- Sex and Relationship Education

This work is viewed as important in terms of helping to create a common ethos & identity among the cluster's schools and in turn, supporting cross-phase transition. It will therefore continue during the period 2011 to 2013, with policies being reviewed at regular intervals by the Headteachers at their half-termly meetings.

Plan Evaluation

As has already been indicated, responsibility for the development, implementation and review & evaluation of this plan rests with the Headteachers of the cluster's schools. They are assisted in these processes by senior colleagues, the Key Stage 2/3 Transition Coordinator and the LA's Improvement and Inclusion team. The representation, by members of the High School's senior staff, on the Governing Bodies of most of the cluster's primary schools is also conducive to the development of a shared cluster ethos & identity and the achievement of a seamless and effective primary/secondary transition.

Specific actions directed towards the achievement of the aims and priorities identified in this plan are detailed in the annual Development/Improvement Plans of the cluster's schools, which are themselves considered and approved by Governors. Monitoring, review and evaluation are undertaken in the following ways,

- As part of the evaluation by each school of its Development/Improvement Plan.
- As part of the Headteachers' termly reports to Governors.
- Presentations & reports to Governors on particular transition initiatives and developments.
- At the regular meetings of the cluster's Headteachers, who have overall responsibility for the management and coordination of the Transition Plan.
- At meetings of curriculum and pastoral coordinators/managers within and across the cluster's schools.
- Discussions with and feedback from pupils, as part of the support and monitoring processes undertaken by the specialist team of Year 7 form tutors.
- Discussions with and feedback from parents, as part of the cycle of consultation meetings held immediately prior to the start of and during Year 7.
- The analysis of pupil assessment data collected before the start of and during Year 7.

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