

ST. DAVID'S HIGH SCHOOL

Transition plan

**Reviewed by Governors
February 2018**



TRANSITION PLAN

The Transition Plan represents a joint agreement between the following schools

Name of school St. David's High School, Saltney

Name of school Broughton Junior School

Name of school Saltney Ferry Primary School

Name of school Saltney Wood Memorial Primary School

PURPOSE

Our agreed aims are:

- To promote the continuity of education between the key stages
- To promote and support cross phase work
- To facilitate greater staff awareness of the other phase, especially its practice and methodology as well as the pupil experience.
- To prepare Key Stage 2 pupils for the transfer experience
- To identify and target specific support at those pupils considered to be vulnerable
- To ensure proper availability and use of pupil transfer data
- To ensure parents/carers/families are fully informed of the transfer process

Our commonly agreed aims are:

- To enable effective transfer of pupils between key stages
- To encourage discussion between key stages and thus inform decision making and policy development
- To share expertise and resources
- To realise the full benefits of common INSET
- To develop a common strategy to convey the importance of education to all sectors of our community

The implementation of the above aim fundamentally relies upon the development of a common educational philosophy in which no one partner is any more or less important than another.

TIMEFRAME

The Plan sets out how we will work together to realise the above aims. It summarises aims and priorities agreed by partner schools of the period September 2007 to July 2010 and provides detail on the work to be addressed in 2007-08.

The progress made and next steps will be reviewed and agreed annually by partner schools with the first review to be completed by 30 September 2008. As with the production of this plan, we will seek the views of parents, carers and pupils on the approach taken. We will also work in partnership with colleagues in the local education authority.

CONTENT

The plan addresses the action that will be taken against the core requirements set out in guidance provided by the Welsh Assembly Government:

1. Managing and co-ordinating transition
2. Joint curriculum planning
3. Achieving continuity in teaching and learning methods
4. Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment
5. Evaluation of the impact of the policy and improvement initiatives on standards

In addition the plan sets out how we shall work together to ensure that there are effective arrangements for transition in the following areas:

6. Pastoral links to meet pupils' personal and social needs;
7. Sharing information about pupils' achievements and attainment;
8. Communicating the learning needs of individual pupils.

In each case, the plan identifies current ongoing work. Where areas of improvement are identified we shall agree priorities and work together to address these over the period of the plan

1. Managing and Co-ordinating transition

Each partner school has nominated a member of its management team to lead on the development, implementation and evaluation of the action agreed in this plan.

Those members nominated from the Primary Schools are the headteachers and year 6 teachers:

- Broughton Juniors
- Saltney Ferry
- Wood Memorial
- Broughton Infants

Nominees from the high school are:

- Michelle Ford
- KS3 Learning Manager
- Deputy KS3 Learning Manager, Rory Macrae
- Key Skills coordinator, Andrew Searle-Jones

Steering Group

Nominees from partner schools will meet once a term to review progress, identify any further issues to be addressed and, where needed agree appropriate action.

Transition Co-ordinator

The co-ordinator will support the work of the steering group and, in particular, advise on

- monitoring progress made against key improvement areas identified in the plan
- how best to ensure that there are regular opportunities to involve parents/carers and pupils in feedback and planning
- ensure that there are effective links with work being led by the local authority
- advise on any action to meet the requirements set out in the Assembly Government's guidance with regard to review and publication of the Transition Plan.

The coordinator will monitor progress through termly consortium meetings

While current transition practice includes a series of open evenings, visits and transition projects/strategies, the intention of the group is to enhance and expand upon this programme of transition, and to ensure a consistency of approach across the schools.

To this end:

- a) A first Transition Planning INSET day has been held between nominated members from each school, to draw up the overall Transition Plan.
- b) The focus of the second day, in the Spring Term 2007, was to expand upon the initial document, and draw up an action plan for addressing the key points in the document to develop specific transition programmes and strategies across the consortium of schools.
- c) The third day, planned for the Summer Term 2007, will be used to bring together coordinators to draw up an action plan for cross-phase continuity and progression in the core subjects.
- d) Future annual Transition INSET days will be used to observe teaching and learning and share practice across the phases.

The coordinator will be responsible for reporting on decisions made and liaising with LEA members.

Each nominated member will be responsible for consulting with school staff members, parents and governing bodies, and reporting back to the consortium.

Annual Review

Nominees for partner schools will also undertake an annual review of this plan towards the end of the school year and consider the progress made and agree priorities for the following year including roles and responsibilities.

Recommendations flowing from the review will be considered and agreed by the governing bodies of the partner schools.

2. Joint curriculum planning

Current Practice:

- Year 6 and 7 pupils take part in the initiative: “A successful experience”, produced by the LEA Behaviour Support Team, and focusing upon PSE and Key Skills.
- At Broughton Junior School the Year 6 pupils undertake a ‘survival topic’ during the last half term, which addresses PSE and Key Skills through a range of cross-curricular challenges.
- Year 6 pupils from Wood Memorial School participate in a Welsh residential visit to Glan Llyn, where they meet with Year 6 pupils from other primary schools.
- The primary schools take part, with the high school, in some joint projects e.g. music, dance and literary events.
- During the 2nd Induction day at the high school, Year 6 pupils are given a ‘New Start’ unit of work as a holiday project. This is based on PSE/English and forms a starting point at the beginning of Year 7.

Proposed Developments:

- Follow-up the initiative started in Year 6.
- Develop a common and consistent approach to the last half term in year 6 across all primary schools, by developing the ‘survival’ topic, to prepare pupils for transition to year 7.
- Develop a rolling programme of links with the core subjects – English; Maths; Science – across primary schools and the high school. This programme to focus on **SKILLS**, in line with the revised curriculum for 2008.
- Investigate ways that other subjects can come on board in the longer term.

INSET:

- A second Transition Planning INSET day has been used to focus on producing an action of initiatives.
- Primary School representatives will meet to clarify the survival project for the final half term of year 6.
- Cross-phase core subject coordinators will meet at the third Transition Planning INSET day, to draw up an action plan for developing progression and continuity in teaching and learning.

3. Continuity in Teaching and Learning Methods

Current Practice:

- All primary schools currently use the ‘Buddy Reading’ system.
- All primary schools use a maths recover / catch up programme, and 6th form pupils in the high school are trained in ‘Maths Workout’.

Proposed Developments:

- Develop further the year 7 ‘Discovery Project’ to incorporate more skills learned in Primary Schools. As well as year 6 & 7 teachers, this will also involve Andrew Searle-Jones, Basic Skills coordinator at St. David’s High School.
- Develop a consistent approach to homework.

- Develop a common approach to catch-up reading and maths programmes. As already mentioned, develop a programme of links with the core subjects, especially the subject skills.

INSET:

- Ways will be explored for using further INSET to share and observe practice across the primary school and the high school. Observations will focus on core subject skills, and 'recovery' programmes.
- Possible common INSET day may be arranged to expand upon maths and reading recovery expertise, and may involve additional needs teachers and coordinators as well as LEA advisors.
- Consortium meetings may be used to extend the discovery project and agree consistency with homework, by agreeing common policies.

4. Consistency in assessment and monitoring and tracking pupils' progress against prior attainment

Current Practice:

- Primary Schools provide the high school with a common transfer form, which includes end of KS2 assessments. These are used to group pupils into tutor groups on entry into Year 7.
- All primary school pupils are involved in self-assessment and target setting.
- Consultation occurs between the year 7 learning manager, and the year 6 teachers, to gather information on individual pupils to ensure a smooth transition.
- The high school ANCo attends primary school team meetings and annual reviews, to obtain information about pupils with additional needs and ensure continuity of provision and support. This includes shared information from external agencies.

Proposed Developments:

- In conjunction with the proposed rolling programme of developing links within the core subjects, this plan will include core subject moderation.

INSET:

- The consortium has already held 3 common INSET days, to share school organisation and planning, and also to carry out moderation of work in the core subjects.
- Further INSET will provide opportunities for subject coordinators to meet.
- The consortium intends to apply for a GTCW grant to develop assessment skills.
- The consortium intends to share approaches to pupil self-assessment and target-setting.
- The consortium will also share approaches to tracking pupil progress.

5. Evaluation of the impact of the policy and improvement initiatives on standards

- Nominees will meet termly as a consortium, as well as designated transition INSET days, to monitor actions from the transition plan. The group will agree a programme of monitoring through, for example, collating a folder of moderated work.
- The plan will be reviewed and revised annually, and where necessary take account of new developments and initiatives.
- School Improvement Plans will be shared linked to school self-evaluation.
- Regular reports will be given to school governors.
- The steering group nominee and transition coordinator will report regularly to the LEA on progress, and consult on available support.
- The transition coordinator will monitor the evaluation of progress through consultation with nominees.

6. Further areas for attention

The group will consult other consortia for good practice in the transition process.

This plan is agreed on behalf of the governing bodies of the partner school by the following

School **St. David's High School**

Name _____

Signature _____

Dates _____

School **Broughton Junior School**

Name _____

Signature _____

Dates _____

School **Saltney Ferry Primary School**

Name _____

Signature _____

Dates _____

School **Saltney Wood Memorial School**

Name _____

Signature _____

Dates _____

School _____

Name _____

Signature _____

Dates _____

It is confirmed that a copy of the plan has been passed to the relevant local education authority(ies) as required by the Welsh Assembly Government's guidance.

Copies are also available on request at each of the partner schools