



**Pencoedre High School
Transition Plan 2019-20**

1. Managing and Co-ordinating Transition				
What we currently do <ul style="list-style-type: none"> • Schools have named co-coordinators • Deputy Headteachers meet half termly and plan transition activities across the cluster • Secondary and Primary Headteachers meet monthly and ensure transition dates are co-ordinated and support the DH teachers. 				
Strategically planned tasks	Specific Actions	Timescale	Cost / Resources	Success Criteria
1.1 Schools to have named co-ordinator and named leader for transition	Named coordinator list for schools and named leader from SLT available to all and up dated regularly	September 2019	E mail	Coordinator lists and named leader s for transition lists in all schools, communication between members.
1.2 Schools to work together to develop Transition Plan	Transition Plan devised	September 2019	Meeting venues, staff cover as required	Transition Plan in place, KS2 & 3 pupils have more seamless transition.
1.3 Schools to map termly meeting dates and dates for Annual review	Meeting dates fixed for academic year. Annual review date on school calendar of events	September 2019	Meeting venues /staff cover	Agenda and minutes of meetings which include actions for development.
1.4 Schools to canvas the views of parents / carers / governors/ pupils / staff to inform self evaluation and development plans	Survey the main stakeholders to determine development plans	October 2019-July 2020	Questionnaire /photocopying	Transition Plan updated and reflect needs of pupils
1.6 Plans to be agreed and monitored	Plans to be agreed and monitored by cluster members, SLT, LEA, governors	Annually	Photocopying / mailing	Greater consistency across schools.

2. Joint Curriculum Planning				
What we currently do <ul style="list-style-type: none"> • Lead staff in each skill area • Joint projects, for example, Literacy, Numeracy, Welsh and Science. • Cross phase activities in other subjects 				
Strategically planned tasks	Specific Actions	Timescale	Cost / Resources	Success Criteria
2.1 Schools to decide on a subject or skills based approach and must consider Literacy, Numeracy, Welsh and Science.	Discuss at all moderation events throughout the academic year.	September 2019 – May 2020	Moderation day supply costs	Literacy & numeracy, Science & Welsh levels raised. Consistency across the KS and no dip in performance.
2.2 Cluster planning meetings held regularly to ensure a consistent approach to developing agreed priorities	Planning meetings to ensure consistent approach to develop identified priorities in 2:1. Meetings termly.	Annually- October, February & July	Cover staff release, copying	Primary & secondary teachers become familiar with KS2 & 3 SoW. No unnecessary repetition of skills /content delivery
2.3 Build opportunities for sharing of good practice through cross phase liaison	Observations, INSET, cross phase meetings, PLCs	On-going		Teaching staff across phase better equipped and good practice shared for benefit of pupils.
2.4 Identify lead staff for each skill area	List with named staff for literacy, numeracy, welsh & science.	September 2019	E mail	Lead staff lists in all schools, communication between members increased leading to greater continuity of skills across KS2/3

3. Continuity in Teaching and Learning				
What we currently do <ul style="list-style-type: none"> • Transfer day in Autumn Term, all year 6 pupils from 7 named feeder schools are invited • Transfer Days in Summer Term (3), all year 6 pupils transferring attend. • Challenge group for MAT years 5, 6 & 7 monthly at PHS. • One off lessons in variety subjects during the year e.g. Science, Welsh 				
Strategically planned tasks	Specific Actions	Timescale	Cost / Resources	Success Criteria
3.1 Discuss and agree effective pedagogical approaches during cluster meetings	Clear definition of pedagogical approaches. Sharing of good practice.	On-going	photocopying	Pupils across phases familiar and comfortable with the full range of teaching strategies. Common language for discussing teaching & learning
3.2 In service training for school clusters	Joint INSET	October, February, July annually	February meeting cover	Maintains consistent approach which impacts positively upon pupils, opportunities for sharing of good practice
3.3 Share expertise and experiences including classroom observations	Timetable of cross-phase lesson observations established and implemented Non core subjects observations	September 2019 – July 2020		KS3 core subject teachers observe core subject lesson in KS2 & vice-versa. Seamless transition for pupils in core subjects Continuation of improved transition experience for pupils across curriculum
3.4 Provide opportunities for prospective KS3 pupils to undertake learning opportunities in secondary school prior to transfer	Expand opportunities in numeracy and literacy for opportunities for pupils & staff in KS2&3 to work together. Specific subject lessons in secondary school	On-going	Cover, copying / resources	Transfer pupils familiar with secondary staff, pupils and pedagogy

4. Consistency in Assessment and Monitoring

What we currently do

- Identified cluster primary & secondary contacts
- Moderation meetings Autumn & Spring Terms – English, Maths, Welsh & Science. Learner profiles and pupil involvement.
- Standardisation and moderation meeting for cluster in May – English, Mathematics, Welsh, Science. Learner profiles and pupil involvement.
- Learner profiles discussed at moderation by KS2 year 6 teachers and secondary link teachers
- Pupil data collected from schools and LEA. All data disseminated to year 7 subject teachers
- Pupil files transferred in June from Primary to Secondary schools

Strategically planned tasks	Specific Actions	Timescale	Cost / Resources	Success Criteria
4.1 Meet the statutory requirements relating to CSC standardisation and moderation procedures	Identify and confirm agreed learner profiles for English, Mathematics, and Welsh & Science- from all cluster schools – primary & secondary. List names available to all.	April / May annually	Venues / meetings / staff cover as required	Secure and agreed and consistent approach in primary and secondary schools to the assessment of oracy, reading and writing within English, Welsh as second language, Maths & Science.
4.2 Develop learner profiles in relation to CSC guidance	Learner profiles from KS2 yr 6 at levels 3, 4 and 5. Learner profiles KS3 levels 4, 5, and 6. Pupils involved with tasks at moderation	October, February, April annually	Venues / meetings / staff cover as required	Consistent standards across Key stages, key staff familiar with standards Learner voice considered – raised performance
4.3 Comply with the requirements of the CSC statutory assessment arrangements	Learner profiles to be sent to CSC	May annually		Learner profiles approved by CSC

<p>4.4 Consider additional pupil assessment material available</p>	<p>WNT Testing - Reading, numeracy reasoning and non-verbal assessments conducted for yrs 3-7 annually.</p> <p>LEA Data unit to provide detailed analyses from assessment data – SAS scores / reading ages/ scatter graphs</p> <p>SELFIE</p>	<p>May annually</p> <p>Annually Nov</p> <p>Dec and July</p>	<p>Time , tests</p> <p>LEA support Test costs, time</p>	<p>Assessment information available to current teachers to facilitate end of year reporting & provide pupil level information for next year’s teachers. Improved pupil knowledge positively impacts upon classroom planning. Appropriate intervention strategies implemented where appropriate.</p> <p>Early and appropriate response where pupils’ progress questionable</p> <p>Better understanding of pupils’ perception of their own learning</p>
<p>4.5 Ensure that pupil data is readily available and used appropriately by all teachers to ensure sustained progress in KS3</p>	<p>Transfer of teacher levels end KS2 to KS3 this along with LEA pupil data used and transferred into user friendly data for all subject teachers at KS3 –pupil profile books.</p> <p>Data reviewed every half term by ALNCO, Assistant Headteacher & HOY</p>	<p>July of transfer year</p> <p>On-going</p>	<p>Time HOY Colour photocopying</p>	<p>KS3 teachers have knowledge of pupils in their classes academically, socially & emotionally. Data used to differentiate class tasks as appropriate. Pupils happier and make more effective progress within KS3</p>
<p>4.6 Rationalise and agree on relevant documentation to be transferred from KS2 to KS3</p>	<p>NC teacher levels in English, Maths, Science & Welsh SEN data Personal information MAT information</p>	<p>Annually May</p>	<p>Supply cover as required</p> <p>Software available to</p>	<p>More effective teaching, learning and differentiation.</p> <p>Improved pupil progress</p> <p>Data transferred in consistent format and by agreed dates</p>

	Skills profiles need to be transferred		transfer data	Pupils take responsibility for transfer of skills profile, pupil accountable and personal standards raised.
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5. Evaluation of the Impact of the Policy and Improvement Initiatives on Standards				
What we currently do <ul style="list-style-type: none"> • SELFIE testing of year 7 pupils twice per year • Analysis of WNT data annually to check progression • Meetings of primary headteachers and secondary headteachers • Pupil voice – discussions at parents’ evenings with pupils & parents 				
Strategically planned tasks	Specific Actions	Timescale	Cost / Resources	Success Criteria
5.1 Identify responsibilities within the schools for evaluating the impact of the policy	Named senior staff within each school to annually evaluate the plan in that period	Annually	Time	Clear line of responsibility and successful communication between teachers in primary and secondary schools
5.2 Decide on a monitoring process for each aspect of the evaluation ensuring robust processes in relation to data analysis and / or other methods of evaluations e.g. pupil perception surveys	Monitoring and completing annual audits of the following areas: Documentation & Planning Classroom Practice Assessment & Recording Pupil well-being	July 2020 & on-going depending upon Transition Plan timescales previously indicated.	Time, staff cover as required	All cluster school demonstrate consistency of practice for agreed Transition Plan actions. Consistency of approach positively impacts upon pupils’ abilities to become more effective learners on KS3 lessons. Pupils demonstrate greater progress within and at the end of Y7 compared with previous cohorts.
5.3 gather the views of a range of stake holders in order to draw conclusions	Pupil /parent perception survey	June annually	Questionnaire Photocopying	Evaluation highlights strengths and weaknesses and potential steps in transition arrangements.

about the impact and management of the plan and make adjustments as required				Survey results reflect moderation of transition events during plan period
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6. Ensuring Pupil Wellbeing

What we currently do

- Meetings held in Summer Term between year 6 teachers and Head of Year 7 & transition co-ordinator to share information regarding pupil behaviour, social and emotional needs
- Meetings with school ALNCOs to address individual pupil learner needs
- Individual pupil appointments to sign HSA with year 7 tutor and parents/carers
- Additional school visits available for vulnerable learners in the summer term
- Year 7 tutors play key role with students delivering PD programme and act as learning coaches
- Year 7 classes all have an LSA attached for all lessons in initial 2 weeks and in core lessons as far as possible thereafter
- Peer mentor scheme for year 7 pupils provided by year 6th form pupils
- Form tutor parents' meeting in first term secondary to discuss academic progress and social & emotional development
- Provision map for pupils with additional learning needs
- Transition days, one in October and three in July.
- Learning & Wellbeing department with named LSA to assist / nurture vulnerable pupils.

Strategically planned tasks	Specific Actions	Timescale	Cost / Resources	Success Criteria
6.1 Share information regarding pupil behaviour	Secondary ALNCO, senior manager for transition & HOY ensure relevant information is compiled and disseminated to teachers. Assistant Headteacher, ALNCO, Learning & Wellbeing manager and Behaviour lead regularly monitor and evaluate information	On-going throughout KS	Time	Teachers better informed of pupils' specific learning needs. Teachers plan and implement learning programmes in response to this information. Pupils make more effective progress in KS3
6.2 Ensure that the personal and social needs of pupils are met	Form tutor mentor and learning coach role, support systems within school clearly defined roles	On-going	Time	Pupils are happy confident, secure and aware of all routes available to them for personal and social needs. Behaviour issues reduced. Academic achievement enhanced.

