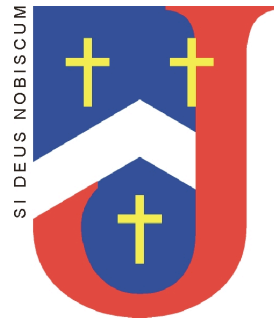


St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

Transition Plan

Transition Plan



Transition Plan

TRANSITION PLAN

This Transition Plan represents a joint agreement between the following schools:

- St. David's R.C. Primary School**
- St. Gabriel's R. C. Primary School**
- St. Joseph's R. C. Primary School**
- St. Joseph's High R.C. High School**
- St. Mary's R.C. Primary School, Chepstow**
- St. Mary's R.C. Primary School, Newport**
- St. Michael's R.C. Primary School**
- St. Patrick's R.C. Primary School**

PURPOSE

The main purpose is to foster the common bond of the Catholic Faith which exists between the schools and to serve the Catholic and the wider Christian Community by helping children to develop their relationship with Jesus Christ.

As a family of schools we are committed to ensuring that the transition from Key Stages 2 to 3:

- a) maintains and build upon the momentum established at Key Stage 2.
- b) ensures appropriately high expectations of what every pupil can achieve.
- c) ensures continuity and progression in the planning and delivery of the curriculum.
- d) ensures the development of the key skills of literacy, numeracy and ICT.
- e) Continually improves the quality of teaching and learning through partnership and the sharing of practice.
- f) Ensures that pastoral links are in place to meet every pupil's personal and social needs.

We want our pupils to feel that:

- a) they are socially prepared for the transfer to their new school.
- b) they are happy and secure in their new school.
- c) they are moving on and progressing in their education.
- d) their academic, personal, cultural and sporting achievements, or aptitudes, are being recognized, utilized, and maximized.

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

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- To ensure parents/carers/families are fully informed of the transfer process
- To develop a common strategy to convey the importance of education to all sectors of our community.

The implementation of the above aims 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.

The content of this plan summarises the aims and priorities agreed by partner schools for the period September 2010 to July 2013 and provides detail on the work to be addressed in 2012-13. 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 2013. 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 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 and ongoing work. Where areas of improvement are identified we shall agree priorities and work together to address these over the period of the plan.

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1. MANAGING AND CO-COORDINATING TRANSITION

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

Steering Group

Representatives from partner schools will meet once a term to review progress, identify any further issues to be addressed and where needed, agree appropriate action. This group will be the Primary / Secondary Headteachers' Panel.

Annual Review

Representatives from partner schools will also undertake an annual review of this plan towards the end of the school year. It will 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.

Co-ordination of Plan

The Primary/Secondary Headteachers' Panel will:

- Co-ordinate and monitor 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 Welsh Government's guidance with regard to review and publication of the Transition Plan.

2. JOINT CURRICULUM PLANNING

Summary analysis

Following very good practice initiated several years ago re the use of LA Bridging units, the Transition Plan for 2012-2013 year is to focus on updating and improving this valuable piece of work used to assist transition between KS2 and KS3.

PESS funding continues. The expertise of staff from the High School in supporting and developing this area of the curriculum has been very high profile for the past 2/3 years seeing staff from St Joseph's working with staff and pupils at the Primary feeder schools. This has been extremely successful in the drive to improve standards and has done much to "up skill" staff at the primary phase.

A transition event for Y6 (Science) and Y5 (Performing Arts) is hosted by St Joseph's RC High School in the Autumn and Summer terms respectively.

Bridging units

Review of the current LA Bridging Units began in 2010-2011. A working party of staff from St Joseph's RC High School and primary feeder schools took the Islands of Imagination model as a vehicle for showcasing the range and ability of pupils re Key Skills as they pass from Y6-Y7. This was extremely successful and pupils from Y6 were invited to a presentation at

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the High School, by the Y7 pupils who had been a part of the pilot for the development units. All agreed that the success of the initiative was to be applauded and developed further in 2011-2012 to include IT This collaboration/development work was again successful and all areas are now embedded with Y6 pupils completing the Islands work in the Summer Term prior to their transfer to KS3

Bilingualism

A plc/working party was created to consider

- Current good practice
- Planning for further development
- Assessment

The expertise of High School Specialist Staff was considered a crucial element in ensuring that proposed improvement was focused and well informed.

Spirituality

Following the very successful UWIC transition event 2010, followed by a joint retreat in 2011, a new emphasis for a Y6 /Y7 collaboration centered once again on spirituality in Summer Term 2012, Pupils and staff from the feeder schools and St Joseph's met to plan and celebrate The Leavers Mass concelebrated by the Archbishop and priests of the diocese.

Agreed Development areas 2012-2013

- Reading PLC -To narrow the gap in reading attainment between Y6 and Y7 through data analysis and investigating consistent approaches re teaching reading (SEG 1 Activity 2012-2013)
- Collaboration between the Chaplaincy Team, Fr Michael Evans, RE Co coordinators and Pupils to prepare Mass to celebrate The Year of Faith Spring Term 2013
- MAT To build upon the work re Celebration of The Leavers Mass

3. CONTINUITY IN TEACHING AND LEARNING METHODS

Summary Analysis

Current transition arrangements have strong commitment to the commonality of assessment across feeder schools and as children move between KS2/KS3.

There currently exists good practice in Mathematics, Science and the Creative Arts through the use of teacher exchange visits.

Staff exchange sessions are also effective in sharing practice worth seeing.

- MAT grids were introduced to complement Transition information in the Summer Term 2012 in order to highlight pupils strengths and talents prior to transfer
- Successful collaboration was offered to support IT and "up skill" primary colleagues and pupils, and common resources were identified in an effort to raise standards
- Year 5 Performing Arts (3 days) – Teaching and Learning in Drama, PE and Music Departments
- Year 6 Science Days (2 days) – Teaching and Learning in Science Department and PE Department

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- Maths Day of Excellence – most able KS2 mathematicians visit High School for project day

Agreed Development Areas 2012-2013

- **NQT cross phase lesson observations- Timetable to be developed**
- **Practice worth seeing Y6 -GGR sessions**
- **Equalities Planning Shared policy and Planning**
- **Anti Bullying PLN**

4. CONSISTENCY IN ASSESSMENT AND MONITORING AND TRACKING PUPILS' PROGRESS AGAINST PRIOR ATTAINMENT

Summary Analysis

There is much good practice in this area with timely and detailed information being exchanged between the primary feeder schools and the High School.

Students are carefully monitored and tracked both academically and pastorally ensuring that pupils' progress is maintained and developed.

Significant investment from the SEG and WEG grants were used to enable staff to produce high quality assessment material in the English and Welsh Learner Profiles.

The moderators agreed fully with the cluster's best fit judgement and declared the learner profiles as useful reference sources for the cluster

Current Activity

- Core area subjects- moderation meetings
- RE moderation meetings to ensure consistency of standards
- Analysis of KS2 data – Data Manager/Assistant Headteacher KS3/HOY 7
- Use of data in the preparation for KS3 setting procedures
- Head of Inclusion attends Year 5 Annual AEN Reviews to plan and prepare bespoke programmes as required
- IEPs set in Year 6 for Year 7 implementation
- Assistant Head and Head of Year visits to each feeder school to gather both academic and pastoral information

Agreed Areas of Development 2012-2013

- Marking of pupil work – development of common strategies/feedback
- Self Assessment for Learners
- Peer marking
- Share/ offer feedback re programmes and procedures for pupil assessment
- To share and review ARR Policy to reflect the development priorities above
- Y7 Pupils to visit Primary feeders Summer Term
- Senior Staff to attend Primaries PR promote St Joseph's High School

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5. EVALUATION OF THE IMPACT OF THE POLICY AND IMPROVEMENT INITIATIVES ON STANDARDS

Approach to Evaluation:

- Student survey re. Transition carried out in Term 1 Year 7
- Primary / secondary Headteachers' – termly meetings
- Annual review of transition events and production of calendar

Agreed Areas of Development 2012-2013

- Parent survey re. Transition
- Listening to Learners – Student Councils
- Feedback from Heads of Core Area Departments
- Feedback to Primaries re Student perception surveys
- Annual Self Assessment guided by Appendix 2 - NAW circular 30/2006

6. MEETING PUPILS' PERSONAL/SOCIAL AND SPIRITUAL NEEDS

The events highlighted below are strong features of our current good practice within the cluster and will be maintained across the lifetime of this plan.

- Year 6 Open Mornings (x 3)
- Taster Morning (non-feeder)
- Assistant Headteacher / Head of Year visits in Term 3 of Year 6
- Leavers Mass-12th July 2013
- Support from Head of RE dept re Y6/Y7 Service
- Y5 Meetings with Head of RE
- S.V.P. visits

7. SHARE INFORMATION ABOUT PUPILS IN ADDITION TO THE STATUTORY REQUIREMENTS

Three parents' evenings across transition

Term 3 Year 6
Term 1 Year 7
Term 2 Year 7

Data transfer (hard and **soft**)

Academic
Pastoral
SEN

English Interaction groups to support target students in Year 7 rolling programme

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8. COMMUNICATE THE LEARNING NEEDS OF INDIVIDUAL PUPILS' ACHIEVEMENTS AND ATTAINMENT

AEN cluster meetings
Collaboration on inclusion issues – register, IEPs, reviews
Development of collaborative work re MAT (AENCO Cluster Agenda)
Planning for EAS
Link NLF

Key staff involvement across the KS2/3 transition.

Year 6 staff AENCO IT Welsh RE
Assistant Headteacher Teaching & Assessment / Head of Inclusion / HOY 7

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

School	St Joseph's RC High School	Name	Mr T Brown
Signature	_____	Date	_____
School	St David's RC Primary	Name	Mrs L Robinson (Acting)
Signature	_____	Date	_____
School	St Gabriel's RC Primary	Name	Miss C Russell
Signature	_____	Date	_____
School	St Joseph's RC Primary	Name	Mr P Knight
Signature	_____	Date	_____
School	St Mary's RC Primary Newport	Name	Mrs D Evans
Signature	_____	Date	_____
School	St Mary's RC Primary, Chepstow	Name	Mrs A Szwagzrak
Signature	_____	Date	_____
School	St Michael's RC Primary	Name	Mrs J Manship
Signature	_____	Date	_____
School	St Patrick's RC Primary	Name	Mr S Dunford
Signature	_____	Date	_____

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

This policy was updated July 2012 by Mr T Brown

This policy was presented and accepted by the Governing Body on 19/12/12

This staff were made aware of this policy and or updates Autumn 2012

This policy will be reviewed Summer 2013