

TRANSITION PLAN 2009-10

CYNLLUN PONTIO

Queen Elizabeth High School Family of Schools
Teulu Ysgolion Ysgol Uwchradd Y Frenhines Elisabeth



Ysgolion yn y Partneriaeth/Partnership Schools:
Abergwili, Abernant, Glan-y-Fferi, Johnstown, Llangain, Llangynnwyr, Llangynog, Llansteffan, Model, Myrddin, Peniel, Queen Elizabeth High School, Richmond Park, St Mary's

Partneriaid Cydymeithiol/Associate Partners:
Bancyfelin, Cynwyl Elfed, Meidrim, Ysgol Y Fro, Nantgaredig

Introduction

1. The Welsh Assembly Government's document, 'The Learning Country', makes a commitment to ensuring better transition between primary and secondary schools, so that it:	
A	Contributes substantially to the raising of standards for 11-19 year olds;
B	Reinforces the drive to add significant value to the standards achieved between ages 3 – 11;
C	Connects with agreements between schools and local education authorities e.g. the Assessment Agreement, and the LEA/School Partnership Agreement.
2. As a family of schools we are committed to:	
A	Maintain and build upon the momentum established in all our Primary Schools;
B	Ensure appropriately high expectations of what every pupil can achieve
C	Ensure continuity, coherence and progression in the planning and delivery of the curriculum;
D	Ensure the development of the key skills of literacy, numeracy, ICT and thinking skills;
E	Ensure the development of bilingualism, creativity and strategies which encourage children in 'learning to learn';
F	Continually improve the quality of teaching and learning through partnership and the sharing of practice;
G	Ensure that pastoral links are in place to meet every pupil's personal and social needs.
3. 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 recognised, utilised, and maximised.

NB – specific outcomes are recorded in the minutes of the Partner Heads' Group meetings

1. MANAGEMENT, COORDINATION AND EVALUATION		
Action	Timescale	Responsibility
1.1 Regular meetings of the Partner Heads' Steering Group to oversee the implementation of the plan, and evaluate its success;	At least once a term	Head teachers (and other key staff / governors) from all schools within the family.
1.2 Writing, implementing, monitoring and evaluating agreed joint policies and practices	Ongoing; evaluation in the summer term	Drawn up by the Partner Heads' Steering Group in consultation with staff, and implemented across all schools.

2. JOINT CURRICULUM PLANNING		
Action	Timescale	Responsibility
2.1 Joint curriculum planning meetings on a rolling programme with a focus on the development of all key skills [especially literacy, numeracy, ICT and thinking skills] across the curriculum	Annually	Primary and Secondary subject coordinators
2.2 The use of a learning platform for all partner schools to access schemes of work and curriculum resources	Ongoing	All staff

3. CONTINUITY IN LEARNING AND TEACHING		
Action	Timescale	Responsibility
3.1 Ongoing programme to release staff from all Key Stages to observe practice and develop pedagogy subject to available resources	When possible	Teaching staff
3.2 Use of bridging units in agreed aspects or subject areas	Summer - Autumn Terms	Y6 teachers and subject teachers in Y7
3.3 Taster days with primary pupils visiting the secondary school, and following a secondary timetable	Annually	Y5 & Y6 pupils and teachers, with all staff of the secondary
3.4 Primary pupils regularly visiting the secondary school for certain activities	When possible	Relevant subject areas
3.5 Joint training days on issues of common interest and relevance	Annual	All staff
3.6 All partner schools to meet the Basic Skills Quality Standard with external support	Every three years	All staff
3.7 Reduction in the number of staff delivering the curriculum in Y7, with one member of staff teaching more than one subject, where practicable, e.g. through "Meddwl 'Mlaen"	Ongoing	Secondary Deputy Head / relevant teaching staff
3.8 Use of a single classroom base to teach several subjects in Y7 to avoid excessive movement around the school, where practicable.	Ongoing	Secondary Deputy Head / relevant teaching staff
3.9 Sharing of practice in meeting the needs of 'more able and talented' pupils	Ongoing	Teaching staff from all schools

4. CONSISTENCY IN ASSESSMENT, MONITORING AND TRACKING

Action	Timescale	Responsibility
4.1 Consistent, manageable and meaningful approaches to assessment, monitoring and tracking. This includes the use of an occasional joint planning day	Ongoing	All staff of partner schools
4.2 The development and use of family assessment portfolios in Key Skills [electronically where possible].	Ongoing	All staff of partner schools

5. EFFECTIVE PASTORAL LINKS

Action	Timescale	Responsibility
5.1 Joint training days on relevant issues	When required	All relevant staff
5.2 Visit from the Secondary Head (or other senior member of staff) to talk to Y6 pupils to prepare them for their new school.	Autumn term	Secondary head [or other senior member of staff]
5.3 Use of pupils from the secondary school to talk to Y6 pupils and answer questions about life in the secondary school	Annually	Cross-section of Y7 pupils from 'home' primary schools
5.4 Involving Y6 pupils in a cross phase cultural or sporting event.	Annually	Relevant subject areas and Y6 teachers
5.5 Bridging visits, including the 'Buddy Trip' for Y6 pupils	Annually	Relevant staff and Y6 pupils
5.6 Visits to partner schools to meet with vulnerable pupils	Annually	Key Stage Officer

6. INFORMATION ABOUT PUPILS' ACHIEVEMENTS, ATTENDANCE AND BEHAVIOUR

Action	Timescale	Responsibility
6.1 The following core of pupil information passed on from primary schools to the secondary school: <ul style="list-style-type: none"> • End of Key Stage 2 levels in the core subjects; • Marks and scores from standardised tests; • Completion of 'Bridging Units'; • Attendance records; • Medical information; • AN record details, including IEP or statement of educational needs (where relevant); • Behaviour Support Plan (where relevant); • Details of particular achievements, aptitudes e.g. in music, sport, art, ICT etc; • Friendship groups; • Any other relevant information likely to impact upon successful transition – socially or academically. 	As early as possible in the summer term [timescale to be agreed]	Primary Headteachers and Assessment Coordinators, Y6 teachers, Key Stage Officer and relevant secondary staff. Much of the information provided to secondary schools by the LEA through a Common Transfer File
6.2 Feedback on the progress of Y7 pupils to the relevant primary schools	Ongoing	Key Stage Officer

7. PUPILS WITH ADDITIONAL NEEDS		
Action	When?	Involving who?
7.1 Joint reviews of Y 6 pupils with statements	Annually	SENCOs
7.2 Identification of 'more able and talented' pupils;	Annually	Secondary M.A.T. Coordinator and Y5/6 teachers
7.3 Joint strategies for assisting vulnerable children [e.g. looked-after children]	Ongoing	Pastoral staff, Key Stage Officer, Child Protection Officer
7.4 Joint strategies for assisting children with English as an Additional Language. Sharing of effective practice in this respect	Ongoing	SENCOs/EAL Coordinators

This Plan was approved by the Governing Body of Ysgol _____

on: _____

Signed [on behalf of the Governing Body]: _____

It will be reviewed on: _____

KEY STAGE 2-3 SPENDING PLAN, 2009-10

Income		Planned Expenditure	
Community focussed schools' grant	-£18,450.00	Key Stage Officer [salary-£16,972; resources-£1,278]	£18,250.00
Transition Grant	£0.00	Drama Project [staffing-£5,590 - 0.2fte; resources-£1,000]	£6,590.00
KS 2-3 Grant	-£50,010.00	Standardisation of assessment [supply cost- 12 days;]	£1,560.00
		Meddwl Ymlaen [supply costs-£2,600 - 20 days]	£2,600.00
		VLE [121 days-£19,965; resources-£2,035]	£22,000.00
		Key Skills [resources-£500]	£500.00
		PESS	£0.00
		Self evaluation	£0.00
		Assessment for Learning Initiative	£0.00
		Transition Days [3xY5 days - transport + 6 supply days; 3xBuddy Trip days - transport + 15 supply days; 2xschool-based days - transport + 4 supply days] - 25 supply days=£3,250; transport=£2,500 Buddy Trips + £1,500 Y5 Days + £870 Y6 Days	£8,120.00
		Administration of KS2-3	£1,340.00
		Moderation of Welsh written work [20 supply days]	£2,600.00
		INSET Day-[supply+expenses]	£2,300.00
		Supply [meetings etc] - 20 supply days	£2,600.00
TOTAL	-£68,460.00		£68,460.00