

# BERRIEW CP SCHOOL



## TRANSITION POLICY 2018-19

This policy was reviewed on \_\_\_\_\_

by \_\_\_\_\_ (Gov.) \_\_\_\_\_ (teacher)

and approved by the governing body on \_\_\_\_\_.

Signed \_\_\_\_\_ Chair \_\_\_\_\_ Head

Date of next review: \_\_\_\_\_

## **Overview**

The majority of pupils leaving Berriew in Year 6 go onto Welshpool High school however, some pupils do go to other local High School such as Newtown and Community College Bishops Castle. The attached plan deals with our local High School – Welshpool High School. If you require information regarding transition arrangements to other High School in Year 6 please speak to the Head Teacher Mr Clarke who will be happy to provide the appropriate information.

# **Welshpool Cluster Schools Transition Plan 2016-2018**

## **Welshpool High School and Berriew C.P. School.**

This plan includes the following schools in co-operation with Welshpool High School:

Arddleen C.P.  
Berriew C.P.  
Buttington – Trewern C.P.  
Churchstoke C.P  
Forden C. in W.  
Guilsfield C.P.  
Leighton C.P.  
Llandysilio C. in W.  
Montgomery C. in W.  
Welshpool CiW School

This plan is an agreement between Welshpool High School and the Welshpool Cluster Schools.

Its purpose is to support further improvement in transition practice so that pupils are better prepared socially and academically for the move to the high school. It ensures that their high school experience builds upon the good practice that they have experienced in the primary school, enabling them to make good progress at year 7 and through key stage 3.

## **Management and Co-ordination of Transition**

Welshpool High School Overall organisational responsibility will rest with the Senior Management Team. Direct contact and practical arrangements with the primary school will be led by :

Transition Co ordinator – Natalie Forsyth  
Current Head of Year 7 – Joanne Baines (2017/18)  
SENCO – Carolyn Evans

The governor with responsibility for Transition is held by Suzi Harkness.

Primary School Overall organisational responsibility will rest with the Headteacher. Direct contact and practical arrangements with the High School will be led by:

Head teacher – Mr Sean Clarke  
Year 6 teacher – Miss Carys Roberts

**The governor responsibility for transition is held by**

Miss Julie Haycock (Chair of the Governors)

Transition Visits Dates for transition visits by pupils and parents/carers of pupils in Year 6 will be agreed between both establishments by the beginning of term of the visit; e.g. information evening for Year 6 parents.

Dates for the transition days for Year 6 pupils to visit the High School in the Summer term will be agreed between both establishments in the previous Autumn term. The usual dates for the induction days are the first Monday and Tuesday in July, with the parents evening held on the Monday evening.

Information regarding these events will be distributed by the primary school following agreement of these dates.

The induction days will follow the format outlined below.

On the Monday the pupils will follow a normal timetabled day, students will experience 5 lessons, chosen from Science, P.E., French, Welsh, Art, Geography and IT plus one period with their new form teacher. These subjects are chosen in order that the children experience learning in a specialized subject area.

Pupils' work will be displayed in the evening for parents to see; there will also be an opportunity for familiarisation with the year group team of form tutors and senior staff.

The second of the induction days is a creative day split into three units which will usually be: ☐ Team Welsh Baccalaureate Sixth Form group ☐ Drama ☐ ICT.

The transition coordinator will arrange for pupils to travel to the High School by school transport on these induction days.

### **Admission Arrangements**

Information regarding arrangements for transition from Primary to High Schools, application forms for places and for transport, from Powys LEA will be distributed by the primary schools to all parents/carers of relevant pupils in the Autumn Term. Places for the High School will be allocated in the Spring Term by the LEA admissions officer. In the circumstance of over-subscription of places then parents/carers will be made aware of the need to appeal as outlined in the LEA admissions booklet. Once places have been allocated, parents will receive a form from Welshpool High School on which to complete students' personal information so that the pastoral/social grouping process can begin.

### **Pastoral Links to Meet Pupils' Personal and Social Needs**

The Transition Coordinator will visit the primary school in the Autumn Term to speak to year 5 and 6 pupils in order to invite them to the open evening and to complete a question and answer session about life in Welshpool High School. There is a further visit in the Summer Term with the year 6 pupils who have gained places, offering them a chance to prepare for the induction days and respond to their concerns and views regarding transition to year 7.

During this Summer visit there is also a meeting with the year 6 teacher where important information regarding pastoral, ALN and more able and talented and academic issues can be shared. Additional arrangements are made for identified vulnerable pupils, for targeted support offered by WHS' Family Support Coordinator. An opportunity is given to these pupils and their parents to come to the high school prior to induction days, and also to receive visits and additional support as necessary in their own setting from high school staff.

#### Sharing Information About Pupils' Achievements and Attainment, Attendance and Behaviour

Teacher assessment information at Attainment Target level in the core subjects will be passed electronically to the High School by May half-term of each year.

Beyond the basic TA information above, we agree that the following information will also be passed from the Primary/Junior School to the High School:

- IEPs
- Code of Practice stage
- Details of statement
- Final Statement review details
- Medical information
- Year 4 CATs
- Literacy and Numeracy test results
- Final school report
- Bridging unit books for the three core subjects
- Pupils on the more-able and talented register
- Any further pastoral information deemed necessary
- Details of students with particular talents who may require access to enhanced provision

The High School has identified Natalie Forsyth as having the responsibility of receiving and disseminating the information to the relevant teachers.

The Primary School Headteacher is responsible for collating and sending the TA information to the High School.

Teachers in the High School will receive pupil information regarding the classes that they will teach in the following year by the end of the Summer term.

Information on attendance and behaviour will be shared at the time of the transition coordinator visit in the Summer term.

The results of the CATs taken in the Autumn term of year 7 will be communicated back to the Primary school; responsibility for this rests with the transition coordinator. Following the introduction of LEA led moderation days in April, the cluster have decided to continue with a twilight meeting in October/November, to be known as a 'Transition Forum' meeting, to support the ongoing transition process. This will involve Year 6 teachers and core subject teaching staff from WHS.

## **Communicating the Learning Needs of Individual Pupils**

Information regarding pupils at risk of under attaining, i.e. low level 4, or pupils with a mixed profile in any of the core subjects, will be passed to the High School. Responsibility in receiving and disseminating this information rests with Natalie Forsyth/Carolyn Evans.

Information regarding the learning needs of individual pupils will be passed on directly to the SENCO at the Summer term visit or passed onto the SENCO by the transition coordinator immediately after that visit e.g.:

- Those for whom English/Welsh is a second language.
- ALN – More able and talented pupils
- ALN – Pupils at risk of underachieving.
- Pupils whose behaviour puts them at risk of underachieving
- Pupils will also be proposed for the humanities SEAL group, for pupils who may not be able to cope with the full curriculum in larger groups or would find transition difficult.

Pupils with disabilities will have access to further special transition arrangements, i.e. extra individual induction visits to the High School.

## **Joint Planning to Address National and Local Priorities**

Agreed priority areas for this transition plan are:

LNF work, English, Maths and Science 2016-2018; Cluster moderation portfolios for English, maths and science are used for reference when levelling pupil profiles. These are stored on Hwb and all cluster staff can access them at any time. Other evidence, such as oral work, can also be stored on Hwb via J2e and other staff may be allowed access.

5X60– Year 6 pupils take part in transition sport activities supported by 6th formers who have gained their Community and Sports leadership awards.

Talk for writing- 2 training days, on fiction and non-fiction.

Speaking Frames - twilight sessions being held for primary teaching staff and support assistants by E Jopling, Head of English, WHS.

Bridging units in English, maths and science have been agreed upon. These are begun in Year 6 and built upon in Year 7. These units are developed so that there is flexibility in a school with 2 or more year groups in the same class. There is an annual meeting in the Spring term between the Welshpool High School heads of core subjects and the Year 6 teachers. At this meeting issues around planning development and continued links between the Year 6/7 work in the three subjects are discussed.

In 2016-18 these units will be:

- Maths – fractions, decimal and percentages.
- English – drugs leaflet or autobiographical writing
- Science – powders and snails or forces and worms.

The maths work will be included in the setting test which is administered on behalf of the high school by the primaries in the summer term. This is then returned to the high school to be marked,

and used to provisionally set the children on entry to high school. This is then reviewed at the end of the first half term and once the Y7 CATs are available.

Both the Science and English are ACAAC units.

The English units will feed into Year 7 work on About a Boy and A Child's Christmas in Wales.

The Science units emphasise investigation skills and link to Year 7 P.O.S. explicitly through skills or content.

Financial constraints and uncertainty of SEG funding have curtailed advance planning over what is predicted to be a difficult period. Focus will be on the above developments.

### **ESDGC/Global Learning Programme**

Welshpool High School is a lead school for the GLP, and as such several cluster schools have joined us as network schools. These involve termly meetings, beginning January 2016, continuing until the summer term of 2017, and involve staff collaborating to share and embed ideas, as well as joint trips with both high school and primary staff and pupils. Updates are given in Cluster Heads meetings, and all cluster schools can access any resources which are recommended.

### **Cluster Headteacher Meetings**

Discussions between WHS and primary staff take place on a half termly basis around safeguarding good practice and joint training opportunities, thus fostering the development of key areas via PLC's where appropriate.

### **Continuity in Assessment, Monitoring and Tracking Progress**

Assessment information for core subject areas will be exchanged between both establishments to inform teachers and to help ensure the appropriate teaching for pupils at both the bridging unit meetings and the transition forum meeting.

Teachers will work together so that the assessment processes are understood and so that the outcomes of the assessments are consistent within the feeder school group.

Opportunities will be taken to ensure that teachers from both phases moderate standards of pupils' work together in line with the expected WG requirements.

### **Evaluation of the Impact of the Plan**

The transition coordinators: Natalie Forsyth and Colin Jenkins will set clear outcomes and will evaluate the impact of the plan at the end of the working period of the plan involving both the transition forum staff and the half termly cluster heads group.