

**West Monmouth**  
**Cluster**

**Transition Plan**

**2011 - 2014**

**(Specific targets 2014 - 2015)**

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

School Name West Monmouth School  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

School Name New Inn Primary School  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

School Name George Street Primary School  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

School Name Griffithstown Primary school  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

School Name Penygarn Primary School  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

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

## **Participating schools**

The following schools have committed to the formulation of this transition plan:

New Inn Primary School

Griffithstown Primary School

George Street Primary School

Penygarn Primary School

West Monmouth School

Together with Torfaen LA.

## West Monmouth Cluster Transition Plan

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

New Inn Primary  
Griffithstown Primary  
George Street Primary  
West Monmouth School  
Together with Torfaen LA

### 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 1 and 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
- 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 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 well we will work together to realise the above aims. It summarises aims and priorities agreed by partner schools for the period September 2011 to July 2014 and provide detail on the work to be addressed in 2014 - 2015.

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 2012. 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 meets 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.

### **1. Managing and co-ordinating transition**

Miss Claire Hughes from the partner secondary school will lead on the development, implementation and evaluation of the action agreed in this plan.

#### **Steering group**

Headteachers (or their 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.

#### **Annual review**

Headteachers (or their representatives) from 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 from the review will be considered and agreed by the governing bodies of the partner schools.

## **Transition Co-ordinator**

Miss Claire Hughes of West Monmouth School has been nominated as 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 requirements set out in the Assembly Government's guidance with regard to review and publication of the Transition Plan.

## **2. Joint curriculum planning**

The steering group is committed to building in the curriculum activities experienced by the children in the previous key stage, in order to prevent the repetition of work.

- curriculum planning will be by both "subject" and "skills specific"
- where appropriate bullying projects already in place will be developed further
- a priority will be to develop a transition project based on cross curricular skills (literacy, numeracy, problem solving, ICT) using the principles of critical skills thinking
- the secondary phase subject leaders will contact the KS2 co-ordinators to plan and implement the transition project

Ongoing work including involvement in any local LEA led or national initiatives will continue to be used to improve transition arrangements.

### **3. Continuity in teaching and learning methods**

The steering group is committed to using the professional expertise available across all schools in order to benefit children within the cluster across all key stages.

The following teaching and learning activities will continue to be developed further.

- joint closure days to focus on a particular activity of assessment for learning (AFL, LNF)
- cross phase lesson sharing
- cross phase sharing of resources, e.g. ICT
  
- detail of ongoing work including involvement in any local, LA led or national initiatives that are being used to improve transition arrangements will continue to be used.
- an agreement on areas for improvement over the course of the Transition Plan. Where an improvement area is to be addressed, the project plan will then be appended to each update of the plan.



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

The steering group is committed to using assessment to effectively track pupil progress and ensure the smooth transfer of consistent data across all key stages.

Priorities for 2014-2015 will include

- clear identification of appropriate data necessary for transfer
- agree a common format for all data
- further develop the use of ICT to improve all pupil tracking - Incerts/Assessment Manager.
- develop cross phase moderation, firstly in the core and then expand to foundation subjects in order to improve data transfer
- further develop the concept of self evaluation by pupils by using ICT "viewpoint" to engage learners in the monitoring process

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

The steering group is committed to regular and robust evaluation of the transition plan.

This will be achieved through the following processes

- the item will be placed on every steering group agenda (each Primary Heads meeting)
- individual schools will comment on the success (or otherwise) of the plan
- pupils will be questioned on the impact of the plan on them as individuals

- all subject leaders/co-ordinators involved in transition initiatives will be required to provide a brief self evaluation report
- parents will be questioned on the quality of the overall transition plan
- the plan will be formally reviewed annually and alterations made accordingly
- a clear commitment to regular review and development of the plan by partner schools has been made

## **6. Further areas for attention**

The cluster has identified and acknowledged many aspects of good practice

- strong leadership by all primary partners
- strong pastoral links
- curriculum bridging projects
- good staff relationships
- joint activities
- sharing of resources
- sharing of good classroom practice
- growing use of ICT in order to improve effectiveness
- limited use of pupil passport
- LA closure day for Year 6 transition
- good relationships with LA

- increasing use of "buddies" (transition, bullying, literacy and numeracy)
- "Pen-pal" letters

However, the group accepts that the development of the following areas remain a priority:

1. meeting pupils' personal and social needs
2. share information about pupils in addition to the statutory requirements
3. communicate the learning needs of individual pupils achievements and attainment
4. share teaching and learning resources for the benefit of all staff and pupils across all key stages

The specific targets 2014-2015 reflect this.

**Priority 1: Moderation of standards in Core Subjects across the cluster**

**Target: To ensure consistency at each phase**

Strategically planned tasks	Success criteria	Personnel	Timescale	Budget
Release core subject leaders/co-ordinators for moderation and cluster standardisation sessions.	Collation of a Cluster Portfolio for each core subject - to include examples of standards in each area.  To work towards the collation of a Portfolio of work for the Foundation Phase.	Core subject leaders/deputies in the 5 schools	Summer term 2013	£300 x 5 schools

**Priority 2: Pupil Tracking**

**Target: To increase the consistency of pupil tracking across all phases**

Strategically planned tasks	Success Criteria	Personnel	Timescale	Budget
To further develop the use of Incerts or similar tracking systems in schools.	Effective and consistent system reducing time on record keeping and giving more concise information. Enhanced system of electronic data transfer from primary to secondary to aid early identification of need/intervention programmes.	School based staff in all schools.	From Autumn 2012 and then ongoing	

**Priority 3: Improve continuity, progression and ease of transition across the phases**

**Target: To ensure that pupils are involved in the transition process**

<b>Strategically planned tasks</b>	<b>Success criteria</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Budget</b>
To devise a pen pal system between Year 6 and Year 7 pupils - via e mail.	Cross-phase transition runs smoothly	Teaching personnel across relevant Key Stage	Start Spring term 2015  Ongoing with annual review	None

**Priority 4: Improve continuity, progression and ease of transition across the phases**

**Target: To ensure that pupils are involved in the transition process**

<b>Strategically planned tasks</b>	<b>Success criteria</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Budget</b>
To use SEAL as a tool to ease the transition process.	Cross-phase transition runs smoothly.	WMS SEAL Co-ordinator liaising with primary schools SEAL Co-ordinator	Summer term 2014  Ongoing with annual review	None

**Priority 5. Inclusion**

**Target: To improve planning for the needs of all learners**

<b>Strategically planned tasks</b>	<b>Success criteria</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Budget</b>
<p>Audit future needs of pupils across the cluster in line with DDA regulations (at cluster meetings)</p> <p>To hold a meeting in the summer term between the SENCO in each school with the secondary/Infant SENCO (where applicable) to ensure correct and up to date information is transferred at transition.</p>	<p>Effective pre-planning of facilities</p> <p>All staff have accurate information and therefore ensure a smooth transition</p>	<p>Head Teachers</p>	<p>From Autumn 2011</p> <p>From Summer Term 2015</p>	<p>None</p> <p>Supply cover for staff to attend meeting.</p>

**Priority 6: More Able and talented learners**

**Target: To provide subject specialist opportunities for MAT pupils**

<b>Strategically planned tasks</b>	<b>Success criteria</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Budget</b>
<p>To put together a programme of activities for MAT pupils from each primary school.</p>	<p>Opportunities to extend the more able and talented pupils in every subject area, thus allowing them to progress and realise their potential. Also to allow for a smooth transition.</p>	<p>MAT Co-ordinators in all schools/Year 6 staff and WMS subject teachers.</p>	<p>MAT programme to be launched in autumn term for Year 6. Programme for Year 5 to run throughout the academic year.</p>	<p>Supply cover for WMS subject teachers.</p>

**Priority 7: Sharing of good practice - Literacy**

**Target: To provide improved curriculum experience for pupils**

<b>Strategically planned tasks</b>	<b>Success criteria</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Budget</b>
To work with EAS support to set up a 'Teacher exchange' between WMS and all feeder primary schools.	Enhanced and improved teaching and learning for all pupils. Staff to share good practice in the delivery of lessons.	WMS Year 7 staff and primary teachers (Yr 5/6)	To start in the summer term 2015.	Supply cover for teachers.  Resources.