



TRANSITION PLAN FOR YSGOL DAVID HUGHES AND THE CATCHMENT AREA

This Transition Plan lists the schools which have agreed to it and have played a part in its implementation. It provides a summary of the aims and objectives that the partnership schools have agreed upon for the period between September 2020 and July 2023. It also provides details of the work to be done in 2020-21. The partnership schools will review and agree upon the progress made, and the next steps to be taken, every year. The first review will be completed by 30 September 2021.

This Transition Plan is a joint agreement between the following schools –

Ysgol David Hughes
Ysgol Gynradd Llanfairpwll
Ysgol Gynradd y Borth
Ysgol Gynradd Llangoed
Ysgol Gynradd Biwmares
Ysgol Parc y Bont
Ysgol Gynradd Llandegfan
Ysgol Gynradd Brynsiencyn
Ysgol Gynradd Pentraeth

PURPOSE

The purpose of this document is to promote effective collaboration and co-planning, and develop a professional relationship between Primary Schools and the Secondary Schools which they feed, for the benefit of pupils by establishing a structured foundation for contact and transition from Primary to Secondary School.

Further Developments:

This document endorses the arrangements involved with the transition of pupils from the Primary sector into the Secondary sector and the contact between schools. The content of the document is reviewed and based on experience, thereby taking into consideration any further issues which should be mentioned. This is being implemented following a request by the Secondary Headteachers group, the Primary Strategic Group and the Head of Schools / Director of Education and Leisure, alongside the annual review procedures described below.

Our agreed objectives are to:

- Promote continuity of education between the key stages and throughout the education continuum.
- Promote work across all stages and throughout the continuum.
- Develop greater awareness amongst staff of the methodology/pedagogy used and the experiences given to pupils.
- Develop and facilitate the work of exchanging teachers between sectors to cooperate, co-plan and co-assess.
- Prepare pupils for the transition experience.
- Allocate specific assistance and target pupils who are considered to be at risk of harm, who are vulnerable or who have ALN.
- Ensure that data/information for transferring pupils have been provided and are used appropriately.
- Ensure that parents/carers/families are fully informed of the transition process.
- Prepare a way for pupils to transition successfully.
- Promote discussions and therefore promote the decision-making and policy-making process.
- Share expertise and resources.
- Benefit from INSET advantages in a collaborative manner.
- Develop a collaborative strategy to convey the importance of education in our community.

FOR THE BENEFIT OF PUPILS

- Manage and coordinate the transition process.
- Plan the curriculum in a collaborative manner.
- Ensure continuity in effective teaching and learning methods.
- Ensure consistency in assessing/monitoring and following pupils' progress by comparing with previous achievements.
- Evaluate the impact of the policy and the standard improvement schemes.
- Pastoral schemes to meet pupils' personal and social needs.
- Share information regarding pupils' achievements and accomplishments.
- Notify schools of individual pupils' learning needs.

TIMETABLE

The Plan outlines how we will cooperate to achieve the above objectives and the Action Plan which will be adopted on an annual basis, explaining in detail the stages of development for that year. Using the same method as we did when creating this plan, we will seek the opinion of governors, parents, carers and pupils on the procedures being put in place. We will also work in partnership with officers from the local education authority.

CONTENT

The plan identifies the steps taken in accordance with the core requirements which are outlined in the guidance provided by the Welsh Government:

1. Manage and coordinate the transition process.
2. Plan the curriculum in a collaborative manner.
3. Ensure continuity in teaching and learning methods.
4. Ensure consistency in assessing/monitoring and following pupils' progress by comparing with previous achievements.
5. Evaluate the impact of the policy and the standard improvement schemes. The plan also outlines how we will cooperate to ensure that effective arrangements are in place for transition in specific areas.
6. Pastoral contacts to meet pupils' personal and social needs.
7. Share information regarding pupils' achievements and accomplishments.
8. Notify schools of individual pupils' learning needs.

In all cases, the plan refers to current and continuous work. If some areas require improvement, we will agree on priorities and work on them collaboratively for the duration of the plan.

1. Manage and coordinate the transition process

Every school in the partnership has nominated a member of its management team to lead on developing, implementing and evaluating the steps which have been agreed upon in this plan.

Headteachers' Forum – Catchment Area Steering Group

The nominated members from each partnership school will meet at least three times a year to monitor progress and note any additional matters which need to be addressed and, if needed, agree on the appropriate steps to be taken.

Annual Review

The nominated members from each partnership school will also conduct an annual review of this plan towards the end of the academic year, thereby considering the progress made and agreeing on priorities for the following year, including roles and responsibilities. The governing bodies of the partnership schools will consider and agree upon recommendations which arise from the review.

Transition Coordinator

Mrs Mari Roberts has been nominated as the Catchment Area Transition Coordinator. The coordinator will promote the work of the steering group and, specifically, will advise on:

- monitoring progress associated with the main areas outlined in the annual plan.
- the best method of ensuring there are regular opportunities to involve parents/carers and pupils when receiving feedback and planning.
- how to ensure that effective contacts are in place under the guidance of the local authority.
- any steps that need to be taken to meet the requirements outlined in the Welsh Government guidelines, in terms of review procedures and publishing the Transition Plan.

2. Plan the curriculum in a collaborative manner (The current curriculum and preparing for the New Curriculum by 2022)

Catchment Area Meeting:

At the catchment area meetings, great emphasis is placed on curricular discussions which lead to continuity between KS2 and KS3. Specifically, during the summer term, the group should agree on the curriculum area(s) which should be dealt with during the following academic year and present a draft version of the collaborative meetings programme.

In-service Training:

Making the most of in-service transition training opportunities to introduce professional development activities to the relevant staff. The cluster will provide guidance on good practice in relevant areas to plan the curriculum, continuity in teaching and learning, assessment and monitoring progress. Guidance on managerial issues is available, when required.

Primary / Secondary Curricular Contact:

AIM:

Ensure all pupils follow the same curricular experiences in the transition process to ensure continuity.

Basic principles:

- The catchment area will collaborate on choosing agreed transition tasks for all schools in the catchment area.
- Partnership schools will collaborate in a formal manner to ensure curricular continuity and unity in years 5-8.
- Teachers at the feeder schools will collaborate with secondary school teachers to ensure full understanding of the curriculum.
- Pupils' recent workbooks will be transferred to the secondary school *by the primary schools at the end of the first week in July before their transition / by the pupils at the beginning of the first term in the secondary sector.*
- The pupils will continue with the transition tasks / year 6 work during the first term at secondary school.
- Primary school teachers will work alongside secondary school teachers in the core subjects to review and moderate pupils' work.

It must be ensured that schools within the partnership work collaboratively, without judgement. It should also be noted that teachers from both sectors should be willing to visit each other's classes wherever possible.

Welsh for Learners:

The Primary Schools Language Coordinator will visit the Primary Schools (the natural and extended catchment area) during the first term after transition to check for continuity in the language provision.

The Language Coordinator will visit at the beginning of the second term in Year 6 to start the process of identifying pupils' language level before starting the transition process and, under the guidance of the Welsh Language Advisor, will coordinate the arrangements involved in language tracking with the Language Coordinator at the Secondary School. To take into account pupils' language achievement level and their ability to work through the medium of Welsh, consideration is given to the information available in oral, written and reading work. This is done within the context of the Education Authority's language policy and pupils who achieve a robust level 3 will be expected to follow the first language track.

Schools will agree on pupils' level in Welsh by mid-May every year. This will allow the secondary school to make the necessary arrangements for placing children in classes etc.

Other schemes

Partnership schools will attempt to collaborate on schemes such as Healthy Schools, Green Schools, PESS etc to facilitate an effective transition.

The requirements of the new Curriculum for Wales are planned and implemented for the duration of this plan.

- The work of planning the curriculum will consider the requirements of the Literacy and Numeracy Framework and the Digital Competence Framework. It will promote progress towards the 4 purposes and the practice methods of the 12 pedagogical principles. A rolling programme is followed over many years to ensure that these skills within each subject are given due attention in the transition plan.
- Emphasis is placed on language continuity in Welsh so that every child strives towards an equal level of bilingualism by the end of their time in the secondary sector. If a pupil's achievement is low in Welsh, the secondary school will make every attempt to improve and strengthen the child's grasp of their second language.
- Since the schools concentrate on cross-curricular skills, these are included in every subject.

3. Methods of Ensuring Continuity in the Teaching and Learning Methods

Transition Curricular Activities – Developing Literacy and Numeracy

Pupils' work from their last term in year 6 will transfer with them to the secondary school. A unit of transition work is used to develop and assess literacy and numeracy skills, ensuring opportunities for year 7 tutors to visit primary schools in the catchment area.

INSET Programme

A structured training programme is established by the partnership schools, for the three-year period of this plan (catchment INSET Forum). The provided INSET programmes use a consistent basis for guidance on good practice when learning and teaching in both sectors, in addition to developing cross-curricular skills.

This guidance will be consistent with any guidance which is organised in cross-sector training.

- We will attempt to develop common learning and teaching methods at all schools involved.
- Hopefully, opportunities will be offered to enable primary and secondary school teachers to share experiences and expertise by observing each other's classrooms and teaching methods and preparing work plans or transition units together.
- A consistent method of developing cross-curricular skills will be promoted at all schools involved.
- The schools involved will commit to sharing their current resources as required, to promote the process of ensuring that the project does succeed. This could mean sharing expertise, as well as material and human resources.

4. Ensure consistency in assessing, monitoring and following pupils' progress by comparing with previous achievements

Teacher Assessments:

A KS2/3 core subjects moderating system is well-rooted in the catchment area. Primary and secondary teachers will place pupils at different levels in a collaborative manner for the transition process. To implement this, the partnership will follow the national agenda and the process will be validated by GwE. Over the next few years, the requirements of the new Curriculum for Wales will see Level descriptor moderation replaced with collaboration between catchment schools to ensure an appropriate and ambitious continuum of learning for our pupils.

Following this principle, collaborative teacher assessments will form the basis for placing pupils in their classes at Secondary School.

Information regarding teacher assessments in the national curriculum subjects will be confirmed one full week before the Whitsun holiday in the transition year. Primary schools within the catchment area will complete the data transfer spreadsheet to meet this requirement.

Visits:

It has already been noted that a representative from the Secondary School (YDH ALN Coordinator) will be invited to the annual review of any child who becomes the subject of an Authority statement/IDP regarding special educational needs during the first term of Year 6.

It is considered good practice for the Secondary School representatives to visit catchment area Primary Schools three times to promote the transition process:

1. being invited to an Open Evening and presenting themselves to pupils.
2. talk and answer pupils' questions (YDH Headteacher and YDH Head of Year 7, along with former pupils of the primary school)
3. speak to the Headteacher and collect further information (Primary/Secondary Welfare Contact and Head of Year 7)

Secondary School representatives should not visit Primary Schools outside the partnership before parents state their school of choice.

Arrangements will also be made for pupils to visit the Secondary School for at least three days before transition. The Secondary School will be responsible for implementing these arrangements. If pupils use county transport, this will be done under the normal county conditions.

- ◆ During the Autumn term, an Open Evening will be held at the Secondary School for Year 6 parents and pupils, enabling them to familiarise themselves with the school and staff.
- ◆ In June/July, Induction Sessions will be held for all Year 6 pupils - 3 days
- ◆ A Year 6 parents evening will be held to share information and a question and answer session will be held on the last afternoon of the three-day induction period

Nature of Information to be Transferred

The schools in the cluster are committed to sharing information about pupils, in addition to the statutory requirements, if this is deemed to be in the best interest of pupils' welfare.

The formal information to be transferred about every child will at least include:

- ◆ Relevant SIMS information centrally from the Education Office
- ◆ Pupils' work during the summer term before transition
- ◆ Collaborative Teacher Assessments – including moderation profiles/portfolio.
- ◆ Additional information in some cases e.g. special educational needs (Individual Education Plan, and a copy of the Authority or School ALN/IDP Statement)
- ◆ Looked after children (Personal Education Plan) / Behavioural Difficulties (Pastoral Support Programme) / Vulnerable children

Information Transfer Timetable

SIMS Information:

To the Secondary School by the beginning of June

The factual information associated with every pupil is transferred in the same format as the information which is recorded on the SIMS system. This information will include: full name, date of birth, address, home telephone number if available, names of those with parental rights and their addresses, parents' language, the language used at home and any relevant medical information.

Additional Information:

The Secondary School will receive additional information about some individuals when the Head of Year 7/Primary/Secondary Welfare Contact visits the Primary schools during the third term – this person records the information. In addition to information about specific needs, details of any pupils who could encounter difficulties on transition due to social behaviour should also be noted. Information of this kind could include additional information which may not be noted on the SIMS form, e.g. medical condition, links to other agencies, names of individuals who receive extra music lessons, names of those who receive free school meals etc. An additional transition spreadsheet will be provided. Details of every pupil's level in the core subjects (sub-levels) should be transferred along with their National Reading and Numeracy Test results and pupils' reading age.

Transferring Information from Secondary School to Primary School:

The Secondary School will provide information regarding assessments during Year 7 and will invite the Primary School to provide comments on the progress made in individual subjects. This information will include details about pupils' language track.

Documentation Transfer Timetable:

Parents will receive transition documents via the Primary Schools. Dates will be set every year by which time information should be returned to the Education Department via the Primary Schools.

The Education Department will inform the Secondary Schools and will transfer the documents by a specific date. Everyone should strictly adhere to these dates.

Details of individual pupils' learning needs and their achievements and accomplishments will be shared when the Head of Year 7 at the secondary school visits the Primary feeder schools.

Additional Learning Needs:

Before setting a meeting date to review a statement for a Year 6 pupil, every school must discuss and seek the parents' agreement on which secondary school the child will be attending, enabling the coordinator of that school to be invited to the review meeting.

Before Christmas, the Primary Schools will have updated the information on the schools' ALN register, as is necessary for pupils who will be transferred at the end of that academic year. Secondary Schools should have access to the updated version. The Secondary School representative (YDH ALN Coordinator) should be invited to the annual review of any pupil who will be transferred at the end of the year.

The review should be held during the first term of the academic year. Information regarding pupils' ALN needs will be transferred on the teacher assessment transfer form (IDP/ IEP / PEP / PSP) – to be sent to the Secondary School one full week before the Whitsun break.

The complete set of documents related to pupils with special educational needs should be transferred to the Primary/Secondary Coordinator one full week before the Whitsun break.

Every pupil's most recent Individual Education Plan during a "school support" period or higher from the Recommendation List steps should be transferred, alongside any previous relevant plans which show the steps already taken.

Schools should take advantage of the opportunity to discuss the cases of any individuals who do not appear on the Primary School ALN register, but who could find it difficult to cope with life at Secondary School, when the Primary/Secondary Welfare Contact and Head of Year 7 from the Secondary School visit the Primary Schools during the third term.

The below mentioned agree with this plan on behalf of the Governing Bodies of the partnership schools:

Name of Chairperson _____
Signature _____
Date _____
School _____

Name of Chairperson _____
Signature _____
Date _____
School _____

Name of Chairperson _____
Signature _____
Date _____
School _____

Name of Chairperson _____
Signature _____
Date _____
School _____

In line with Welsh Government guidelines, a copy of the plan has been sent to the relevant local education authority.

Copies are also available upon request at every partnership school.

2020-21 ACTIVITIES

1. Catchment Area Headteachers' Forum – Meeting once a Term
 - Agree on the Transition Plan – annual programme
 - Other forums feeding into the Transition Plan
 - Monitor and review the Transition Plan
 - Set a strategical direction on a catchment area level
 - DATES: to be determined

2. Catchment Area INSET Day
 - Hold the INSET day for everyone at Ysgol David Hughes
 - Focus on the Donaldson Agenda and plan for the New Curriculum for Wales
 - Date: February 12th, 2021 (Together in the morning)

3. Plan for the More Able and Talented (Mathematics)
 - Identify MAT pupils in Mathematics in Years 5 and 6
 - Hold MAT Mathematics Days at YDH every term and set extended work to be completed between the sessions.
 - DATES: to be determined

4. Track Year 7 Progress (and end of KS3) – feedback from the Primary
 - Year 7 Tracking Progress Reports shared with the primary school (the first after 11th of November)

 - YDH receives feedback regarding any performance concerns

5. Visits from the Headteacher (HEW) and Head of Year 7 (OEH) + former pupils to every primary school during October/beginning of November to talk to Years 5 and 6.
 - Provide a taste of life at YDH – a video of life and work at the school
 - Former pupils discussing the transition experience and YDH
 - Invite Year 6 to the Open Evening
 - Answer questions about the school
 - Completed between October 12th and 23rd.

6. Year 7 Prizegiving Ceremony – July 2021 (date and time to be confirmed)
 - All Primary Headteachers receive an invitation to present the awards; inform Year 7 of this at the beginning of the year and possibly receive messages from the Primary Headteachers at the end of Year 6.

7. Cluster ALN Forum (Under the guidance of Cluster Advocate AJW)
 - ALN Coordinators meet once a month
 - YDH gets to know ALN pupils and their needs earlier
 - Share good practice/resources
 - Opportunity to share concerns
 - Identify training needs

8. Moderating meetings – Dates to be determined

9. Welfare Visits (OEH/GLI/MAR)

Visit regularly to cooperate on welfare issues and get to know KS2 pupils.
Dates to be confirmed.

10. Transition Curricular Plans : Respond to ‘Successful Futures’ – Science and Technology Joint Project – prepare for New Curriculum for Wales.

11. Transition Magazine (MAT in language)

MAT language pupils from the catchment area to attend workshops at YDH. Prepare materials to be collated in a magazine. Year 7 pupils can also support and contribute.
Workshop dates to be determined.

12. At least three transition days for Year 6. Specific days between 22 - 24 June 2021*** to be confirmed
+ Year 6 Parents Evening: 6pm Thursday evening, 24 June 2021. Additional days/sessions to be arranged during the year. *** to be confirmed.