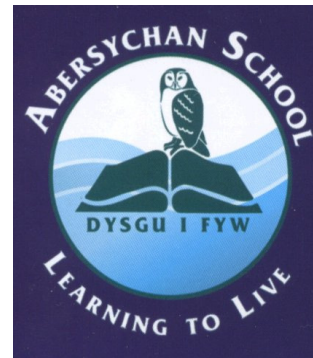
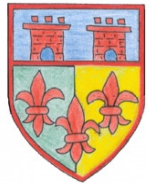


# Transition Plan for the Abersychan Cluster

## 2014-2016

Pontnewynydd Primary School



## **TRANSITION PLAN: ABERSYCHAN CLUSTER**

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

- Abersychan School
- Blaenavon Heritage VC Primary School
- Cwmffrwdoer Primary School
- Garnteg Primary School
- Penygarn Community Primary School
- Pontnewynydd Primary School
- Victoria Primary School

### **Purpose**

Our agreed aims are:

- To promote the continuity of education between the key stages 2 and three
- To promote and support cross phase work and to share expertise and resources
- 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
- To ensure parents/carers/families are fully informed of the transfer process

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, and builds on the successes which have been achieved through previous Transition Plans. It summarises aims and priorities agreed by partner schools for the period September 2013 to July 2016. The progress made will be reviewed and agreed annually by partner schools.

## **Content**

The plan addresses the action that will be taken against the core requirements set out in guidance provided by the Welsh Government:

- Managing and co-ordinating transition
- Joint curriculum planning
- Achieving continuity in teaching and learning methods.
- Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment
- 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:

- Pastoral links to meet pupils' personal and social needs;
- Sharing information about pupils' achievements and attainment;
- 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.

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

Each partner school has nominated its Headteacher (or their representative) to lead on the development, implementation and evaluation of the action agreed in this plan.

Headteachers from the partner schools will meet twice a term to review progress, identify any further issues to be addressed and, where needed, agree appropriate action.

Headteachers from the 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 flowing from the review will be considered and agreed by the governing bodies of the partner schools.

Mrs Amanda Richards has been nominated as Transition Coordinator. The coordinator will support the work of the group, in particular the management of events and activities

### **Joint curriculum planning and curriculum opportunities**

The Abersychan Cluster has agreed the following curriculum initiatives for 2013-2016:

- **Cluster numeracy project to improve standards in maths/numeracy on entry to Y6/7 through supported programmes from the cluster. PDG funded.**
- **Continuation of the Art-Technology Project – each primary feeder school has a four-week block for Y6 pupils to develop a piece of work using the teaching expertise and facilities of Abersychan School.**
- **Science – one session experience based on the residents animals at Abersychan and made available to all cluster schools. This will involve Y5/Y6 pupils**
- **Dance – led by a professional dance instructor from Abersychan, this opportunity will be made available to all the primary cluster schools. This will involve Y5/Y6 pupils**
- **Languages day – aimed at all Y4 pupils.**
- **In addition a number of curriculum opportunities will be made available for one/two schools in any one academic year on a rolling basis – MFL, Drama, P.E. and ICT/Plaza. These activities will involve Y5/Y6 pupils**
- **Abersychan will also arrange sporting events (fun athletics, football, rugby) for the cluster schools to enjoy the facilities at Abersychan**

### **Continuity in Teaching and Learning Methods**

The Abersychan Cluster has already developed initiatives to promote continuity of teaching and learning in the following areas:

- **Taster lesson activities – All Year 6 pupils visit Abersychan in the early Autumn term for a cross curricular secondary experience**
- **MyMaths – this on-line maths facility used at Abersychan will be made available to all the primary cluster plus the numeracy project**
- **Numeracy project (with Communities First support)**
- **English cross-phase work on a joint approach to the teaching of English at KS2 and KS3**
- **Support for the cluster in developing the NLF skills curriculum delivery across the curriculum including assessment and tracking systems. (support from Cluster NSP partner)**

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

The Abersychan Cluster has already developed initiatives to promote consistency in assessment and monitoring and tracking pupils progress against prior attainment in the following areas:

- **Colleagues from all the primary schools and the EAS meet with the relevant subject representative from Abersychan to moderate KS2 levels in English, Mathematics, Science and Welsh**
- **Pupil information, including TA Levels, reading ages, attendance, medical conditions, behaviour and extra-curricular activities is provided by all of the primary schools. This informs the target setting process in Year 7 and provides Abersychan with important information to assist the formation of form/teaching groups.**
  - **enables Abersychan to provide resources to address specific issues relating to pupils**
  - **enables Abersychan to promote and encourage pupils extra-curricular activities**
- **The SENCO and/or Transition Manager at Abersychan School attend the final statement reviews of all the pupils in Year 6 and are provided with critical information about children who made have special needs or require some form of additional support. The most vulnerable pupils are included in the very successful “Moving-On” project.**

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

A report will be produced at the end of each year of the plan by the Transition Manager. The report will be evaluated by the Headteachers of the all the cluster schools and recommendations made for future development. Governing Bodies will be informed with regards to progress made in each year of the plan.

#### **Conclusion**

This plan requires the agreement of the Governing Body of all participating schools.

A copy of the plan has been passed to Torfaen County Borough Council as required by the Welsh Assembly Government’s guidance.

The following plan relates to the transition plan 2014-15 which has been written and agreed by the cluster heads to include national priority standards and requirements of Estyn impact on standards will be monitored by the cluster in July 2015

## Abersychan Cluster Transition Plan 2014-15

### Priority Area: Developing Effective and Innovative Transition and Pedagogy between KS2 and KS3

#### National Priorities

##### **A Teaching and learning (all pupils)**

Improve the teaching and learning of literacy throughout the school and ensure appropriate expectations for all learners, including more able and talented pupils.

##### **B Literacy across the curriculum (all pupils)**

Raise standards of literacy throughout the school and develop processes to ensure effective implementation of the Literacy and Numeracy Framework (LNF) and associated Support Programme (NSP).

##### **C Literacy intervention (some pupils – target groups)**

- Provide withdrawal intervention for those most at risk of falling behind in literacy, ensuring all those, who can, master basic literacy skills.
- Make effective use of data to select target groups and evaluate programme gains, and track pupil progress to the end of the key stage to ensure gains are sustained.

##### **D Assessment (TA, moderation, AfL), testing, tracking and transition**

- Develop accurate and consistent approaches to TA and moderation at school and cluster level; develop and refine AfL approaches in literacy and when using literacy skills across the curriculum.
- Ensure assessment and test analyses are used well to inform planning and teaching, and develop efficient tracking systems that enable effective use to be made of the information on pupils' literacy skills when the transfer to the next year-group or key stage and when reporting to parents.
- Rigorously track the progress made by pupils at risk of underachieving in literacy (including e-FSM, LAC pupils and more able and talented), to ensure all pupils achieve the highest level of which they are capable.

##### **E Leadership, professional development (expertise), partnership working and resource management**

- Provide training, guidance and support for those leading on aspects of literacy within the school (including those participating in the national initiative to develop 'outstanding teachers of literacy').
- Strengthen the role of the senior leaders and governors in monitoring and evaluating improvements
- Continue to engage the support of parents in raising standards of literacy.
- Work in partnership with external agencies to ensure Individual Development Plans (IDP) place appropriate emphasis on the development of literacy skills for pupils with additional needs (AN), and are effective in promoting integrated multi-agency working.

<b>School Self Evaluation Links</b> <i>KQ1 – Standards</i> <i>KQ2 – Provision</i> <i>KQ3 - Leadership</i>	<b>Literacy/Numeracy Strands</b>	<b>Areas of Development</b>
SER 1.2, 1.4, 1.6 SER 2.5, 2.6	<b>A Teaching and Learning (all pupils)</b>	T!- To improve standards of numeracy attainment in NC outcomes and national test data throughout the cluster through supported PDG Numeracy cluster project..
SER 1.9 SER 2.1	<b>B Literacy and Numeracy across the curriculum (all pupils)</b>	T1 – to develop literacy and numeracy across the curriculum at KS2 and KS3 through the support of NSP partner and use of ICT tracking systems. T1 – Improve the standards of literacy and numeracy skills across the curriculum at KS2 and KS3. (see B and D also)
<b>As above</b>	<b>C Intervention (some pupils – target groups)</b>	T2 – To identify pupils who are emotionally vulnerable to the change from KS2 to KS3 and provide intervention targeted at raising their self esteem and providing strategies to deal with change. through supported projects.
SER 1.8 SER 2.7 SER 2.8	<b>D Assessment of and for Learning (incl. moderation and development of Learner Profiles), testing, tracking and transition</b>	T3 – To develop a system of tracking and assessment of pupils levels of skill development based on the LNF which builds upon and compliments the systems being used within both Primary and Secondary phases. In addition to moderation and development of cluster moderation and learner profiles EAS supported links.
SER 3.1	<b>E Leadership, professional development (expertise), partnership working and resource management</b>	T4a – To share and develop innovative cross phase pedagogy in literacy, numeracy and ICT to provide a more coherent learning experience for pupils as they move from Primary to Secondary. T4b -To improve transition links for both secondary and primary schools through Dynamix Development with whole staff and parent participation. T4c – To improve transition links for all learners through supported transition projects and days in all identified curriculum areas.

## Abersychan Cluster Transition Plan: 2014-15

<b>T a r g e t</b>	<b>S t r a n d</b>	<b>Actions</b>	<b>Success criteria</b>	<b>Funding</b>	<b>Timescale</b>
		<i>How are you going to achieve your targets? What will you actually do?</i>	<i>Expected outputs and outcomes as a result of the actions</i>	<i>Cost of staffing And resources</i>	<i>When will it happen?</i>
<b>1</b>	<b>A + B</b>	<ol style="list-style-type: none"> <li>1. Staff from Abersychan and Feeder Primary School to collaborate in developing a set of activities that use Numeracy Learning to improve end of KS2/3 performance in the NNTs toolkit to targets skills development in literacy and numeracy.</li> <li>2. Pupils skills in numeracy and literacy assessed at the start of the project using the tracking system developed (Alfie software).</li> <li>3. Lead staff from Abersychan School to work with pupils and teachers from both secondary and feeder primary school to introduce and develop the project in line with Community First provision and additional funding.</li> <li>4. Pupils to carry out enriched activities throughout the year, applying LNF skills across the curriculum using Numeracy rich NNF activities.</li> <li>5. Pupils to carry out a number of visits to Abersychan</li> </ol>	<ol style="list-style-type: none"> <li>1. Appropriate and uniform assessments data used accurately to track and evaluate performance.' resources are planned for across both phases to develop LNF skills across the curriculum.</li> <li>2. See D</li> </ol> <p style="text-align: center;"><b>Staff and pupils trained in the use Skills in Yr6/7</b></p> <ol style="list-style-type: none"> <li>3. t to enhance skills across the curriculum.</li> <li>4. Portfolios/examples of pupils work to be produced showing the application of skills across the curriculum.</li> <li>5. Pupils to complete two units of work during visits to the secondary school</li> </ol>	<ol style="list-style-type: none"> <li>1. Supply Day (Y6 Numeracy leader teacher) 150.000</li> <li>2. See D</li> <li>3. Supply cover for Secondary visits to primary schools(?) resourcing (e.g. match funding from PDG grant nominated commitments</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed Feb 2015</li> <li>2. Skills assessed by the end of Autumn Term.</li> <li>3. Primary School visits to take place during November -March 2014.</li> <li>4. Examples of work collected throughout the term, collated into a</li> </ol>



	<p>school to take part in secondary led projects supported by secondary school pupils that develop and apply 1 numeracy skills across the curriculum.</p> <p>6. Pupils’ skills development monitored and tracked throughout the year and assessed summatively before moving to secondary school. (See also D).</p> <p>7. Pupils’ achievements celebrated and shared with local community. Building on effective practice in comparable schools, our numeracy project seeks to develop and enhance numeracy skills through a bridging project where designated officers will work collaboratively with cluster schools to develop a range of numeracy projects focused on raising attainment levels for Year 5, 6 and 7. . Addressing the numeracy deficit at years 5 and 6 is crucial to build and improve numeracy qualifications at KS2 and KS3 through the innovative use of a range of initiatives. Establishing an intervention programme targeting numeracy to ensure that catch up takes place at an early stage is crucial to the success of the programme. We will use targets identified in a range of numeracy projects to evidence success. This numeracy projects include Spotlight, Success in 6, Rapid Maths and Number Workout.</p>	<p>using the I PDG plan in place.</p> <p>6. See D</p> <p>7. A celebration evening carried out at secondary school where pupils’ successes are recognised and their work showcased for their parents and the local community.</p> <p>8. The project will identify pupils who are on FSM and low income families to obtain accredited numeracy qualifications. are able to show the link between FSM and low attainment levels through our school test results. We will use a range of initiatives to improve literacy levels which successfully seeks to narrow the attainment gap between those in receipt of FSM and non FSM</p>	<p>based of each feeder school and AC commitment based on FSM</p> <p>5. NA</p> <p>6. See D</p> <p>7. General Consumables £4000</p>	<p>portfolio by July 2015.</p> <p>5. Visit 1 – Spring Term Visit 2 – Summer Term</p> <p>6. See D</p> <p>7. July 2015</p>
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	<p><b>B</b> T1 – to develop literacy and numeracy across the curriculum at KS2 and KS3 through the support of NSP partner and use of ICT tracking systems. T1 – Improve the standards of literacy and numeracy skills across the curriculum at KS2 and KS3.</p> <p>1. Review/consultation of reports. Next steps from targets already in reports and linked to lit/num target.</p> <p>2. Purpose: To develop existing pupil reports to incorporate the reporting requirements of the Literacy and Numeracy Framework.</p> <p>3: Mapping and tracking of pupils Summer 2014 in Autumn 2014</p> <p>4. Purpose : To put in place consistent, effective monitoring of learners’ literacy and numeracy skills across the curriculum. Provision needs to cover links with planning for progression as well as reporting. Review ARR policy and develop pupil portfolios of literacy and numeracy across the curriculum</p>	<p>1.Priority 5: Meeting the statutory requirements for reporting against the LNF.</p> <p>Action :</p> <p>2. NSP Partner to seek further guidance about the number and range of specific aspects to cover and next steps for progression. Support in this and in providing exemplar materials and practice. Exemplar case study primary to be provided – further regional/national support.</p> <p>.</p> <p>.</p> <p>Action - 3 &amp; 4 SLT and all staff to review planning to confirm coverage of LNF and identify key assessment opportunities using the coded LNF framework with NSP partner support. SMT and Literacy/Numeracy Co-ordinators to agree key principles and draft new ARR policy. NSP Partner to signpost exemplar ARR policies and emerging practice Short term guidance to be provided based upon WG response – to be linked into current school tracking system. Joint NSP / Regional support to be provided most</p>	<p>2014 JULY 2015</p>	<p>Summer 2014 to start</p> <p>AY 2014/15. Exemplar case study relating to primary schools to be provided .</p> <p>.</p>
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	<p>5: To develop consistent and effective approaches to teaching numerical reasoning within KS2  Purpose: To review current practice and help support teachers to optimise the opportunities for numerical reasoning to progress learners' skills more effectively within KS2</p>	<p>likely during</p> <p>Action -</p> <p>5. Teachers and TLAs to work with The Lead on Numeracy and to observe/work with OTNs within EAS – access EAS Numerical Reasoning courses where available and disseminate to all staff through Inset time (NSP partner support). Develop numeracy toolkit to facilitate the development of consistent approaches to teaching aspects of numeracy –NSP partner support. Use the results of the curriculum audit and diagnostic tools to select one/two areas of the LNF and key subjects to focus on for a term at a time – guided by NSP partner. Monitor consistency of approaches through series of learning walks, book scrutiny and lesson observations as evidence. Build portfolio of numerical reasoning across the curriculum within each year group of KS2 to clarify the LNF statements – NSP partner support with cluster working to moderate. Undertake diagnostic assessment of national numeracy procedural and numerical reasoning tests in May 2014 to identify further issues – NSP partner support and to identify emerging practice from national database. Link to C2 for MAT learners.</p>		
2	C	<p>1. Children who are most vulnerable or likely to find transition challenging identified through school tracking systems.</p>	<p>1. Children identified and permission acquitted from parents/carers to being programme.</p>	<p>1. NA – carried out by TA's</p> <p>1. May 2015</p> <p>2. Programme carried</p>

		<p>2. Primary School Staff and Secondary School Staff to run a programme targeting social and emotional intelligence based on transition issues. John Muir , moving on project and MyMaths project..</p> <p>3. Pupils progress to be measured and programme adjusted as appropriate.</p>	<p>2. Programme of study carried out by trained staff with identified pupil.</p> <p>3. Pupils show improved confidence in dealing with transition issues.</p>	<p>2. NA – carried out by TA’s</p> <p>3. NA</p>	<p>out in June/July 2015</p> <p>3. Completed by end of Summer Term. 2015</p>
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<b>3</b>	<b>D</b>	<p>1. Investigate current tracking systems used for LNF skills within the cluster.</p> <p>2. Use best practice to develop a system for tracking progress of pupils’ skills across the LNF from Year 6 to Year 7.</p> <p>3. Trial the new system by incorporating skills into own school systems any toolkits used. to assess progress the attainment of pupils learning.</p>	<p>1. Staff across the cluster to share current systems used for LNF tracking.</p> <p>2. System agreed upon to trail for transition purposes. Pupils’ skills initially assessed and recorded.</p> <p>3. Tracking system for transition programme implemented and reviewed at the end of the year.</p>	<p>1. NA</p> <p>2. NA</p> <p>3. NA</p>	<p>1. November 2014</p> <p>2. December 2014</p> <p>3. Completed July 2014</p>
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<b>4</b>	<b>E</b>	<p>1. Develop best practice in moderation between KS2/4 in line with LA and EAS moderation scrutiny.</p> <p>2. To secure Best practice in the teaching of literacy/numeracy ICT shared through staff meetings/training days between both phases.</p> <p>3. Best practice in developing skills throughout the curriculum shared through cluster meetings (See target</p>	<p>1. Ensure all key staff including HT are part of the Moderation process and have an opportunity to scrutinise books and learner profiles in own school and others.</p> <p>2. Training carried out between secondary and primary staff to raise awareness of the pedagogy of Lit/Num at KS3 and KS2.</p>	<p>1. Supply cover £150</p> <p>2. NA</p> <p>3. NA</p>	<p>1. November 2013</p> <p>2. See target 1</p> <p>3. See target 2</p>
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		<p>1).</p> <p>4. Best practice in skills tracking developed (See target 3).</p>	<p>3. (See target 1).</p> <p>4. (See target 2).</p>		
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**Annual Operational Plan for KS2/KS3 Transition 2014-15 (All school events)**

<b>Activity</b>	<b>Date</b>	<b>Purpose</b>	<b>Person(s) Responsible</b>	<b>Cost/resources</b>
Introductory presentation for Year 6 at each feeder school	Sept	1. Familiarise Y6 pupils with general life at Abersychan School	AR	Power point presentation kit
Sample lessons for Year 6 pupils at Abersychan	Sept	1. Support curriculum continuity 2. Support T/L continuity 3. Site familiarisation	AR Abersychan staff	Transport Catering arrangements Identified lessons
Open Evening	Sept	1. Parental introduction to school and facilities 2. Q/A for parents	Headteacher AR Abersychan staff	Whole school Prospectus All staff
Prospectus/DVD (distributed at Open Evening)	Sept	1. Parental introduction to school 2. School publicity	AR (distribution)	£1,000
Art-Technology project	Sept- Aptil	1. Familiarisation with Abersychan School and taster lessons.	AR RT BAM	Transport
Cluster Numeracy Project	Sept - June	1. Improve standards within the cluster numeracy.	AR Abersychan Maths Dept Primary Numeracy co-ordinators and teachers	PDG funded.

Tailored activities for Year 5 (to fit needs of individual schools)	Nov - May	<ol style="list-style-type: none"> <li>1. Engagement with Year 5 and lesson the fear of transition.</li> <li>2. Give pupils a flavour of secondary school life and subjects.</li> </ol>	AR Abersychan staff	Transport
Christmas concert	Dec	<ol style="list-style-type: none"> <li>1. Engagement with Y6</li> </ol>	AR	Transport
Distribution of Abersychan newsletter	Dec/Mar /Jul	<ol style="list-style-type: none"> <li>1. Sharing Abersychan life with Y6</li> </ol>	GJ AR	£500
Transition Booklet (Year 6)	Apr-Sep	<ol style="list-style-type: none"> <li>1. Promote continuity</li> <li>2. Promote subject KS2/3 liaison</li> </ol>	AR Subject Leaders	£500
Sporting events (Fun Athletics/ football/rugby)	Apr-Jul	<ol style="list-style-type: none"> <li>1. Friendship building across primary cluster</li> <li>2. Sharing Abersychan facilities</li> </ol>	AR Abersychan PE dept.	Transport Staff cover
AENCO visits (Year 6)	Summer	<ol style="list-style-type: none"> <li>1. Abersychan staff to attend the final review statement</li> <li>2. Advice on placement of pupils at Abersychan</li> </ol>	CL AR	Staff cover
Transfer of pupil data (Year 6)	Summer	<ol style="list-style-type: none"> <li>1. Pupil tracking forms passed to Abersychan</li> <li>2. KS2 data placed on school database</li> <li>3. Dissemination of attainment, SEN and other relevant data to Abersychan staff in additional visit</li> </ol>	Primary Heads AR CL SS/FJ	
Activity day for	July	<ol style="list-style-type: none"> <li>2. Familiarisation with</li> </ol>	AR supported by	Staff cover

Year 4		Abersychan 3. Introduction to languages	MFL/Welsh depts.	Transport
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<b>Activity</b>	<b>Date</b>	<b>Purpose</b>	<b>Person(s) Responsible</b>	<b>Cost/resources</b>
Moving On Project (inc Family SEAL)	Summer term	<ol style="list-style-type: none"> <li>To support the transition of vulnerable pupils</li> <li>To develop key staff-pupil relationships</li> <li>To develop pupil-pupil relationships</li> <li>To develop relationships with hard to engage parents.</li> </ol>	AR RB JW	Staff cover Transport
Moving On Day (Roll Over Day)	July (Year 6)	<ol style="list-style-type: none"> <li>Year 6 pupils tour school with form tutors and Year 10-11 "buddies"</li> <li>Final update for first day arrangements</li> </ol>	AR FTs for Year 7	Cover Transport
Year 6 Parents Evening	July (Year 6)	<ol style="list-style-type: none"> <li>Summary of school routines</li> <li>Meet form teachers</li> <li>Purchase uniform/kit</li> <li>Q and A for parents</li> </ol>	Headteacher SLT AR GW (uniform) Sept. Y7 FTs	Main Hall

**Date for renewal: March 2016**