

Bishopston Comprehensive School

Ysgol Llandeilo Ferwallt

'An outstanding, nurturing learning community founded upon mutual respect; empowering all to be lifelong learners and the best that they can be!'

'Cymuned ddysgu ardderchog a meithringar sy'n seiliedig ar barch y naill at y llall, sy'n grymuso pawb i fod yn ddysgwyr gydol oes a'r gorau y gallant fod!'



Transition Plan

This is a statutory/school policy
Designated staff responsible for policy:
Alison Sykes – Headteacher
Claire Ratti–Deputy Headteacher
Jon Roper – Link Governor

Last Reviewed:

July 2024

Adolygwyd ddiwethaf Gorffennaf 2024

Next Review July 2025

Adolygiad Nesaf Gorffennaf 2025

Rights of the child include:

Article 3 (best interests of the child),
Article 12 (respect for the views of the
child), Article 24 (health and health
services), Article 28 (right to education)

Our Transition Plan supports the United Nations Convention on the Rights of the Child, the most complete statement of children's rights ever produced. This is in particular relation to the following articles:

[Article 3 \(best interests of the child\)](#)

The best interests of the child must be a top priority in all decisions and actions that affect children.

[Article 12 \(respect for the views of the child\)](#)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

[Article 24 \(health and health services\)](#)

Every child has the right to the best possible health.

[Article 28 \(right to education\)](#)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.



BISHOPSTON CLUSTER

‘Outstanding learning communities founded upon mutual respect’

School Effectiveness Transition Plan

2022 to 2025

To be reviewed – June 2023: 2024: 2025

This plan is agreed on behalf of the Governing Bodies of each cluster school by:-

School; Bishopston Primary Name; Mr J. Owen Signature; <i>John Owen</i> Date; June 2024	School; Crwys Primary Name; Mr. D. Saer Signature; <i>Dylan Saer</i> Date; June 2024
School; Knelston Primary Name; Mr J Paynter Signature; <i>James Paynter</i> Date; June 2024	School; Mayals Primary Name; Mr. L. Cox Signature; <i>Leon Cox</i> Date; June 2024
School; Newton Primary Name; Ms. P Ketcher-Merrell. Signature; <i>P Kettecher Merrell</i> Date; June 2024	School; Pennard Primary Name; Ms K Hanson Signature; <i>Kerina Hanson</i> Date; June 2024
Bishopston Comprehensive School; Name; Mrs A Sykes; <i>A Sykes</i> Date; June 2024	

Copies are also available on request at each of the cluster schools.

TRANSITION PLAN

PURPOSE:

The main purpose is to promote and support the Emotional Health and Well Being of the pupils within the cluster group of schools through providing a safe and appropriate transfer from Primary to Secondary Education. This will include the relevant principles that are most applicable to this cluster given the socio-economic indicators in the area focusing on the guiding principles of:

1. Ensuring a safe and healthy environment with appropriate care and guidance structures in place.
2. Enabling pupils of all abilities to continue to learn throughout the transition period and beyond.
3. Full implementation of the New Curriculum for Wales across the 3-16 continuum
4. Allowing all pupils to enjoy life and make a positive contribution to their families, friends, school and the wider community.
5. To have the four core purposes underpinning the holistic development of every child

Our specific aims are:

- To promote the continuity of education between the primary and secondary sectors
- To continue to embed the Cross Curricular Skills Frameworks across the cluster
- To promote and support cross phase work through developing our schools as Learning Organisations
- To facilitate greater staff awareness of the other phase, especially its practice and methodology as well as the pupil experience
- To prepare Year 6 pupils for the transfer experience
- To identify and target specific support at those pupils considered to be vulnerable (FSM, LAC, ALN, EAL...)
- To ensure proper availability and use of pupil transfer data
- To ensure parents/carers/families are fully informed of the transition process

Our commonly agreed aims are:

- To enable effective transfer of pupils between educational settings
- To encourage discussion between schools and thus inform decision making and policy development
- To share expertise and resources
- To realise the full benefits of joint INSET with particular reference to the Cross Curricular Skills Frameworks and common assessment portfolios
- To develop a common strategy to convey the importance of education to all sectors of our community
- To actively promote the 'Bishopston' South Gower Partnership within the community.

The implementation of the above aims fundamentally relies upon the development of a common educational philosophy and purpose 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. It summarises aims and priorities agreed by partner schools for the period 2022 / 2025 and provides detail on the work to be addressed in within that time scale.

The progress made and next steps will be reviewed and agreed annually by partner schools with the first review having been completed in July 2024. As with the production of this plan, we will seek the views of parents, carers and pupils on the approach we have 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 Government.

1. Managing and co-ordinating transition.
2. Joint curriculum planning including full implementation of the Cross Curricular Skills Frameworks across the cluster
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.
6. Pastoral links to meet pupils' personal and social needs.
7. Sharing information about pupils' achievements and attainment.
8. Communicating the learning needs of individual pupils including the most vulnerable (FSM, ALN, LAC, EAL...)

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.

Transition Plan – Framework for Core Content

(1) Managing and Coordinating Transition

Strategy	Specific Actions	Success Criteria	Personnel	Timescale/ Deadline	Resources
Further enhance the established Cluster Transition Group	Each cluster school to continue to nominate a representative e.g. SLT members	Steering Group established. Meeting dates fixed for 2024/25. Initial agenda determined. Subsequent dates agreed	Heads, Deputy Head, Assistant Headteachers	By September each year	Meeting venues. Staff cover (where required).
Identify and engage a transition 'coordinator'.	An appropriate person to oversee, monitor and evaluate transition developments.	Sufficient time made available to Assistant Headteacher / Acting KS3/ Transition & H&WB Coordinator to allow development work to proceed.	Assistant Headteacher/ Acting KS3/ Transition & H&WB Coordinator	By September to be reviewed on an annual basis	Staff cover/timetable amendments (where appropriate)
Agree and update the Transition Plan content.	Cluster Group to continue to determine extent of developments for both core and optional elements of Transition Plan.	Transition Plan details determined for core and optional areas and reviewed on an annual basis.	Heads, Deputy Head, Assistant Headteachers	Annually in the summer term	Meeting venues. Staff cover (where required).
Identify the relevant information to be transferred.	Transition Coordinator/Steering Group to audit existing information transfer and amend as required by Transition Plan.	Agreed list of data/information to be transferred established. Pupil profiles	Heads, Deputy Head, Assistant Headteachers	Summer term	As above.

Transition Plan – Framework for Core Content

(2) Joint Curriculum Planning

Strategy	Specific Actions	Success Criteria	Personnel	Timescale/ Deadline	Resources
Work towards continuity between Year 6 and 7 Schemes of Work in the core subjects and in all AOLE's	- Cluster working parties + secondary representatives to meet in order to examine cross phase curriculum. - Topic/theme sequences identified. - Year 7 SoW adjusted where necessary.	Primary and secondary teachers become familiar with cross phase work. Recognisable continuity within Year 6 & 7 SoW sequences. No unnecessary repetition of skills/content delivery.	As above + key secondary personnel.	Ongoing process reviewed annually.	Joint INSET days Photocopying Supply costs for meetings where needed
Deliver, evaluate and review Cluster Units in all subjects	- Existing literacy/numeracy units examined with regard to revised WG and LA focus. - Amendments made where necessary. - Joint agreements made regarding use of bridging projects within all cluster schools.	Specific bridging projects used and reviewed. Implementation in all primaries and cluster secondary school	CAL of all subjects and primary coordinators. Athrawes Fro	Agreed and implemented from Sept 22.	As above
Continue to develop the use of the LA led Teacher Centre system for pupils, particularly those with additional learning needs and specific SEN.	ALNCO to continue to develop the LA led Teacher Centre system to support every stage of a pupil's Additional Learning Needs (ALN) journey,	Appropriate provision in place supporting children's individual learning needs. Effective differentiation within all curriculum areas. Pupils make appropriate progress.	ALNCO Teachers.	Agreed and implemented from Sept 22.	School ALN funding. Additional visits offered for pupils to visit the school.
Develop and implement provision for EAL pupils.	- Identifying key personnel - Identifying incoming EAL pupils from Year 6 - Auditing specific needs of pupils - Appropriate provision & support strategies identified & implemented	EAL pupils/needs successfully identified. Appropriate provision/strategies implemented. Pupils make appropriate progress.	Identified school staff	Agreed and implemented from Sept 22.	

Transition Plan – Framework for Core Content

(3) Continuity in Teaching and Learning Methodology (PDG/EIG bid for details)

Strategy	Specific Actions	Success Criteria	Personnel	Timescale/ Deadline	Resources
Familiarise teachers with common teaching strategies to develop learning across educational settings	Focus clearly on what constitutes excellent teaching through a common Performance Management objective. Cross-phase lesson planning and observations where appropriate. Common approaches to developing excellent lessons and thinking skills agreed and implemented Further develop staff understanding of curriculum reform	Teachers provide excellent lessons across all educational settings to enhance learning Shared strategies for 'thinking' in place across the educational settings Shared strategies for implementing the 4 core purposes	Appropriate staff	Ongoing	PDG/EIG
Focus on 'MAT' pupils (see areas below)	Bishopston cluster schools MAT Coordinators to formulate and implement a common approach)	MAT pupils offered opportunities to ensure stretch and challenge	MAT Coordinators	Ongoing	Staff costs
Ensure common approaches to literacy development are established educational settings for effective transition	- Common approach in English. - Joint INSET arranged and implemented. - Shared glossary of key literacy terms compiled. - PDG/EIG expenditure highlighted in SDP	Common approaches established within lessons in all cluster schools. Observed improvements in pupils' literacy skills. Pupils develop writing skills	All staff particularly English Dept. and subject coordinators.	Ongoing	PDG/EIG
Ensure common approaches to Science	- Common approach in Science. - Shared glossary of key scientific terms compiled.	Common approaches established in within lessons in all cluster schools.	All staff particularly Science /	Ongoing	PDG/EIG

development are established across educational settings for effective transition		Observed improvements in pupils' scientific skills.	subject coordinators		
Ensure common approaches to numeracy development are established for effective transition	• Bridging unit in Mathematics. • 'My Journey' Transition Project • Joint INSET arranged and implemented • PDG/EIG bid coordinated	Common approaches established for effective transition. Observed improvements in pupils' numeracy skills.	All staff particularly Maths/ subject coordinators	Ongoing	PDG/EIG
Ensure linguistic continuity between KS2 and 3.	Establishing key outcomes for pupils at end of primary school's education including: • The range of French vocabulary commonly encountered/used • The range of conversational Welsh structures commonly encountered/used by pupils through the use of the shared teachers and CD resource.	Range(s) of specific vocabulary/conversational structures ascribed Addressed within teaching programmes/across the curriculum. Observed improvements in pupils' linguistic skills in Welsh and French	French and Welsh department Athrawes Fro	Ongoing	Staff costs
Develop and implement provision for pupils in the creative arts subjects (Music and Drama	• All pupils are invited to watch the School production in July • Orchestra Day organised in the summer term for Year 6 pupils • Music Department roadshows in all cluster schools	Pupils enthused with Drama opportunities available in Bishopston. Large numbers of Year 6 pupils in School Productions and Christmas Concerts Thriving orchestra with large number of pupils continuing to play instruments in Bishopston.	CALs of Music and Drama. Senior Teacher	From September 2022	Peripatetic and school music teachers time
Ensure Physical Education continuity between	Establishing key outcomes for pupils at end of primary school education including: • PE staff to liaise with primary schools.	Continuity with cross phase teaching	PE staff	Inter schools tournament for	Staff costs

educational settings for effective transition	• Sport and Health committee students to support with Primary Sports Days. • Year 6 pupils have opportunities to use Sports Centre and other facilities in the summer term. • Establish inter school netball and football/ rugby tournaments. • Year 6 sports activities organised in June each year.	Observed improvements in pupils' physical literacy. Critical reflection and professional dialogue		netball and football/rugby Explore the possibility for a summer cricket / rounders tournament. Summer Term annually and further dates if appropriate	
Increase awareness of pupils with additional learning needs (ALN) and specific SEN information for Year 7 teachers.	• Year 6 teachers/primary school compiles appropriate information. • Disseminated to all Y7 teachers. • Link with Teacher centre system.	Year 7 teachers plan more effectively for specific pupils/groups of pupils. Positive impact upon inclusion and progress of identified pupils	All Year 7 teachers + ALN advisory staff	Ongoing	School and ALN funding. Additional school visits offered to pupils
Ensuring continuity in dealing with behaviour and attendance issues across transition	• Secondary Behaviour Policy to be circulated to all primary schools. • Cluster attendance policy • Good practice and strategies employed discussed for all pupils. • Limacon computer package separates pupils with behavioural issues.	Consistent approaches established across educational settings. Primary schools to adapt or use appropriate sections of Behaviour Policy	Leadership Teams	Ongoing	PDG/EIG
Deliver, evaluate and review the 'My Journey' Transition Project	• Joint planning and construction of the AOLE content within the project • Amendments made where necessary • Booklets distributed to primary schools	My Journey booklets used and reviewed Implementation in all cluster primaries Consistency in key knowledge and skills across AOLE's	AOLE Leads, All teaching staff,	Implemented for Year 6 pupils 2022, reviewed and updated yearly	Joint INSET days Photocopying Supply costs for meetings where needed

Further develop consistency of knowledge, skills, experiences and characteristics at progression steps.	• Joint planning and construction of 'threads' across all AOLE's • All staff familiar with CFW, progression steps, DOL's	Principles of progression evident within the AOLE threads Consistency in knowledge and skills across the cluster No unnecessary repetition of skill/content delivery	AOLE Leads All teaching staff	Ongoing	Joint INSET Supply costs AOLE leads meeting
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Transition Plan – Framework for Core Content

(4) Consistency in Assessment, Monitoring and Tracking Pupils' Progress against Prior Attainment

Strategy	Specific Actions	Success Criteria	Personnel	Timescale/ Deadline	Resources
Develop a common understanding of What Matters Statements and Progression Steps and the standards described by them.	- Joint cluster moderation for core subjects annually: ➤ Initial meeting in October ➤ Monitor progress in March - Completion: May - Compilation of shared portfolio with agreed best fit and next steps indicated - Regular review of portfolios as necessary	Reliable and consistent standards of assessment within cluster Portfolios of work are appropriate and updated when necessary to reflect any changes required	Year 6 teachers and staff of core subjects.	Meetings agreed three times throughout the year: full moderation of portfolios in May annually	PDG/EIG Joint INSET
Employ a range of on-entry assessment arrangements	Cluster working parties to develop common bridging assessments based on assessment frameworks	Reliable and consistent assessment programme firmly linked to AFL principles within cluster.	Year 6 teachers and staff of core subjects.	Ongoing	PDG/EIG As above
Track pupil progress across educational settings with a focus on groups of pupils in terms of closing the gap (FSM, ALN...)	- Pupils' progress on Progression Steps passed to secondary school; summer term - Pupils SA Scores passed to secondary school during summer term (data unit to assist) - Tracking pupils' SA Scores year on year electronically within SIMS and information fed back to primary schools. - Early monitoring exercise of Year 7 pupils to see how they have settled. - Pupil questionnaires	Effective monitoring of pupils' Progression steps. Early identification of inappropriate progression. Early and appropriate response where pupils' progress is questionable. Overall progress rate(s) informs teachers/school of the effectiveness of current teaching and learning programmes. Parents better informed of children's progress	Teachers/SMT	Ongoing	School and LA funding

		Teachers gain first-hand knowledge of their pupils' work and progress within Y7.			
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Transition Plan – Framework for Core Content

(5) Evaluating the Impact of the Plan and its Improvement Initiative on Standards

Strategy	Specific Actions	Success Criteria	Personnel	Timescale/ Deadline	Resources
Complete annual audits of specific actions described within the Transition Plan	Monitoring and completing annual audits of the following areas:- Documentation & Planning e.g. Completion of SoW Completion of Transition Project booklet Lesson planning/continuity IMPULSE system Classroom Practice e.g. Lesson structure including resources used. Key skill development. Thinking skill developments. AfL strategies. Intervention strategies for specific pupils/groups of pupils successfully employed. Assessment and recording e.g. Measuring pupil progress in progression steps, standardised assessment scores. Monitoring progress of specific groups of pupils, e.g. EAL and LAC. Transferring assessment data for pupils at the end of Year 6 ready for transition	All cluster schools demonstrate consistency of practice for agreed Transition Plan actions. Consistency of approach positively impacts upon pupils' abilities to become more effective learners within KS3 lessons. Pupils demonstrate greater progress within and at the end of Y7 compared with previous cohorts. Clarity of expectation.	SLT + Year 6/7 teachers.	Annually depending upon Transition Plan timescales previously indicated.	PDG/EIG Review meetings

Transition Plan – Framework for Optional Content

- (6) Pastoral links to meet pupils' personal and social needs
 (7) Sharing information about pupils' achievements and attainment
 (8) Communicating the learning needs of individual pupils

Strategy	Specific Actions	Success Criteria	Personnel	Timescale/ Deadline	Resources
Ensure the transfer of additional contextual information to secondary school	Agreeing a common format, range and dates for transfer of additional pupil information, e.g. - Common on line data form completed on each pupil - Attendance records and details of ethnicity of Year 6 pupils - Check/monitor Health Care Plans - Details of pupils' extra-curricular aptitudes and achievements. - Limacon computer package used to generate Y6 classes.	Data transferred in consistent format and by agreed dates Year 6 classes have appropriate balance of ability, gender and sporting/musical prowess	Assistant Headteacher Learning Manager ALNCO School Nurse	Annually in June	PDG/EIG /School funding
Ensure the transfer of data and information for ALN.	Agreeing the format and dates for transfer of specific ALN information - ALN stage (where applicable) - Pupils' behaviour support plans - IDPs - Any other relevant information relating to social disadvantage or need, e.g. LAC, young carers, FSM etc. - Any other information relating to more able and talented pupils. - Secondary ALNCO to visit all cluster primary schools and review meetings.	Data transferred in consistent format and by agreed dates. Effective relationships established re: ALN issues.	Assistant Headteacher Learning Manager ALNCO	Annually in June	PDG/EIG/School funding.

Capture information for Year 7 pupils outside the statutory cluster arrangements.	Procedures put into place to obtain (as far as possible) the same level of pupil information as for those received from cluster schools. Visits to/meetings with these schools organised in June.	Comparable pupil level information obtained.	Assistant Headteacher Learning Manager ALNCO	Annually in June	PDG/EIG /School funding	
Ensure the Year 7 staff receive and respond to pupil specific information.	Secondary Assistant Headteacher, LM,ALNCO, ensure that relevant information is compiled and disseminated to teachers during the Summer Term and INSET day in September. Assistant Headteacher Learning Manager ALNCO regularly monitor and evaluate the use of this information in meeting pupils' needs within Year 7	Teachers better informed of pupils' specific learning needs. Teachers plan and implement learning programmes in response to this information. Pupils make more effective progress	Assistant Headteacher Learning Manager, ALNCO	September each year	PDG/EIG/School funding	
Inform parents of the relevant Transition Plan arrangements.	Summary details of Transition Plan arrangement sent to parents.	Parents understand planned/transition arrangements.	Business Manager / Assistant Headteacher	September annually		
Inform parents of their children's progress and achievements within Year 7.	Programme of parents' meetings arranged with a strong emphasis on discussing pupils' well-being, achievement and progress.	Parents have greater awareness of their children's strengths, weaknesses and progress and of how the school addresses them.	Year 7 teachers.	Ongoing through ARR policy	School funding Oct - Parents Evening	
Evaluate the views of pupils/parents.	Pupils/Parents consulted on transition arrangements at end of first year via questionnaire. Parents evening in October	Evaluations highlight strengths, weaknesses and potential next steps in transition arrangements.	SMT/parents	October annually	Questionnaire/ Lightning Survey	

Induction day	All pupils undertake a full day of lessons in the comprehensive school in July Pupils travel on school buses as they would in September	Pupils feel at ease in meeting form tutor and rest of class Pupils successfully undertake a full day with the associated movement between lessons	Assistant Headteacher, Learning Manager, ALNCO Bishopston staff	July each year	School staff
Administration Morning/Primary Sports Day	All pupils to visit Bishopston in June/July to : • Become familiar with cashless system • Tour of school and fire safety drills • Meet key staff for a briefing about Bishopston • Pupils engage in a variety of group sporting activities to encourage meeting new friends, working with others and familiarisation with facilities and PE staff.	All pupils able to use cashless system during transition days Pupils are aware of Health and Safety and organisational issues	SLT, Learning Manager	July each year	School staff
Primary Orchestra Day/Health and Wellbeing Day	• All pupils are invited to watch the School production in July • Orchestra Day organised in the summer term for Year 6 pupils		Music Teaching Staff/ Yr 9 WB pupils	July each year	School staff and pupils

Minutes and action points are available for the meetings that have been held.

