

**PRIORITY 5: IMPROVE CROSS PHASE CONTINUITY AND PROGRESSION (AW)**

**To improve pupil progression and standards through collaborative working with the family of primary schools on standards, teaching, learning, assessment and numeracy and literacy initiatives.**

- A. Formalise the means of working together more closely on curriculum, learning and assessment in order to improve transition for pupils.**
- B. Work together to help all pupils to achieve better standards in core subjects and in Welsh as a second language**
- C. Work jointly on the National Literacy and Numeracy programme and on developing extended and accurate writing and reasoning skills**
- D. Provide the opportunity for support and guidance in developing pupil profiles with standardised levelling agreed at L5 between KS2 & KS3 teachers.**

**Context and need**

Since 2014 the school has worked closely with all the primary catchment schools and has developed an excellent working relationship. Through SCC the school employed a Coordinator to work on the cross phase work but unfortunately due to the lack of interest we were not able to appoint until January 2015. This late appointment prevented us from progressing and achieving as much as we were originally hoping. However in recent months the primary and secondary schools have Collaborated on several pieces of work.

We initially identified pockets of good practice in various schools and brought the teachers together to share their work. Previous cross phase appraisal activities had left impressions of strengths and weaknesses, but no hard evidence on which to base development. It was decided to collate data to establish current practice and standards. It was also decided to give teachers ownership of the project and workshops were arranged for teachers to prepare appraisal strategies and questionnaires.

This work has been successful in establishing a mutually accepted baseline of information which concentrated on:

- Consistency of achievement across 10 primary schools
- Standards of support provided by the teacher
- Evidence of small skill based tasks leading to extended tasks
- Context, stimuli
- Use of success criteria
- Use of assessment for learning
- How effective teachers were in support and guiding learning

**Why is this a priority?**

There is a need to formalise the transition process of students to YUC to ensure that an agreed transition policy is drawn up and followed.

The desired outcome is to continue to improve transition between key stage 2 and key stage 3 and to develop high quality, effective and sustainable partnership and cluster working.-

In particular we want to:

- share information on individual pupils' attainment and learning needs so we can meet those individual learning needs better when they transfer to YUC
- work together to improve progression, skills and standards in English, Maths and Welsh as a first and second language
- improve the development of pupils' literacy and numeracy skills through working together on the National Literacy and Numeracy Framework
- secure better consistency in teacher assessment and in particular in the standardisation and moderation of pupils' work at KS2 and 3
- work together on the wellbeing and deprivation agenda to ensure that we know and support appropriately pupils at risk of not making progress, including FSM

**What impact will this have on school standards?**

During the first year we have seen that this work has had a positive outcome on addressing the yr 7 dip when transferring to YUC. Further consolidation of this work will ensure better consistency and a formalised improvement agenda through the designated leadership of our cross phase coordinator.

It will improve YUC's knowledge and understanding of each pupil's needs before they transfer so that Year 7 staff can plan to meet pupils' needs more exactly from the start of the autumn term.

Working together on literacy and numeracy priorities will allow for more consistent approaches to teaching and developing these skills as pupils move from KS2 to KS3.

Working together on sharing schemes of work and moderation of work should make transition more seamless and avoid repetition, duplication and better challenge in Year 7.

<ul style="list-style-type: none"> <li>How well pupils succeeded in extended writing tasks.</li> </ul> <p>The review of work books belonging to the same 10 pupils when they were in yr 6 and yr 7 highlighted that our books were content heavy and they lacked quality in some areas with low expectations of attainment and challenge.</p> <p>To improve information transfer from primary to secondary this year the pupils in yr 6 after April are working in YUC exercise books and these will be brought up with them in September to continue working in. The transfer process will help prevent the dip currently observed in yr 7 in handwriting and challenge.</p> <p>Groups of teachers have also been sharing practice by observing each other teach and this has created several pockets of professional learning communities. The secondary school has established a Teaching and Learning Centre where lessons can be discussed in real time with an observational gallery. This year this work will develop further by using this facility to observe specific areas of focus such as skill development in the Literacy and Numeracy as well as levels of challenge. Some groups will focus on personal areas for development.</p> <p>The school currently has a dedicated member of staff in the Maths department who has allocated weekly time slots to work with primary colleagues. This work has developed consistency across the catchment schools in skill development.</p> <p>Colleagues are also working collaboratively to review the exemplar portfolios for levels 4, 5 and 6 which will be completed by May 15<sup>th</sup> 2015.</p>	<p>pupils and poor attendees, when they transfer to YUC.</p> <ul style="list-style-type: none"> <li>take into account the views of pupils, parents or carers</li> </ul> <p>Our objective is to embed this work so that formalised practice is established before the end of the second year of SCC.</p>	<p>There will be an improvement in the pupils' literacy and numeracy skills from an early age to transition through working together on the National Literacy and Numeracy Framework.</p>
---	---	---

**A. Formalise the means of working together more closely on curriculum, learning and assessment in order to improve transition for pupils.**

Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
-------------------	---------	------------------------------------	---------	------------------------------------	---------	----------	------	----------------

Primary and secondary headteachers finalise the Transition Plan 2015-16 to achieve the desired outcomes	AW/ DW	A coherent plan with set priorities and targets which clearly define the areas which require improvement. [In line with WG guidance on transitional plans]]	October 2015	All headteachers are aware of and work annually on an agreed timetable for transitional activities. Information sharing is improved with better consistency.		Transition policy	-	-
Continue with the post of a transition liaison Coordinator who coordinates the work between the secondary and primary schools.	AW	Coordinate meetings. Broker external expertise to work with catchment schools. Organise written reports with actions to implement. Identify independently the location of best practice within the catchment.	November 2015	Transitional practice is secure and all school are working according to the transitional agreement. Following year calendar of transitional work in place and all schools signed up to the activities with no need for external coordination.	July 2016		£22873	1.SCC
Secondary teachers during gained time to work with primary colleagues in their classrooms improving the experience and achievement at the point of transfer	DW	Develop transitional tasks that can be continued in yr 7 which look at stimuli, context and audience for extended writing. During yr 6 garden party pupils rewarded for evidence of good work and improvement in YUC books (Introduction to Vivo)	June 2015	Teachers have an improved understanding of ability and expectations before transfer. Pupils transition in the first term shows good progression from the outset. Pupils motivation is good having been rewarded for good work and progress	July 2015	Report by transitional coordinator	-	-
<b>B. Work together to help all pupils to achieve better standards in core subjects and in Welsh as a second language</b>								
<b>Action/Activities</b>	<b>By whom</b>	<b>Process success criteria - Outputs</b>	<b>By when</b>	<b>Result success criteria - Outcomes</b>	<b>By when</b>	<b>Evidence</b>	<b>Cost</b>	<b>Funding source</b>
Through a phased programme, Heads of English, Maths and Welsh (or subject staff with designated	DW with	Improved extended writing and accuracy	July 2015	Pupils' work will show improved consistency and	July 2016	GwE report SCC Capacity	£19,000	2.SCC Revenue

responsibility for this work) meet with primary school subject co-coordinators to work together on improvement priorities. e.g. extended writing; skill build up resulting in rich task; effective use of assessment for learning; support from teacher.	HODs	Improved cross phase assessment Less content covered with emphasis placed more on quality achieved.		accuracy of assessment and identifying improvement priorities in relation to the baseline information provided in the first year. Quality of work in pupils books to improve		Funding		(as agreed in the first year)
---	------	--	--	---	--	---------	--	-------------------------------

C. Work jointly on the National Literacy and Numeracy programme and on developing extended and accurate writing and reasoning skills

Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Continue to develop curriculum content to ensure all learners have opportunities to develop and refine skills set out in the LNF at Ks 3	MS	Teachers to integrate literacy and numeracy into their teaching	Feb 2016	All subjects have Lit & Num mapped out and embedded into their teaching. Pupils improve their skills across the curriculum	July 2016	Schemes of work Lesson obs		EIG
Continue with the role of Maths teacher to: <ul style="list-style-type: none"> <li>Develop mathematical techniques in lessons</li> <li>Providing support and expertise in teaching mathematical reasoning skills across KS2 &amp; KS3 through the out of class mathematical reasoning programme with Stena</li> <li>Family Engagement Officer to work with families of FSM pupils to support attainment.</li> </ul> <p>Continue in developing our current experiential learning programme in partnership with Stena. Commission an external evaluation of the primary-secondary work Feb/March to evaluate progress and impact of this work in time to finalise exit strategy and to identify if further work needed from schools' resources in 2016-17.</p>	GS	Improvement in pupils' Maths, numeracy and reasoning skills Reduced gap in achievement of boys and girls by engaging boys in practical Maths. Permanent improvement in the teaching and learning of these skills		Improved consistency across primary schools in Numeracy skill development  The deprivation achievement L5+ gap less than 10% in Maths at the end of yr 7.		Achieving targets to be set in the Primary Headteachers Transition Plan. Lesson obs pupils' work and external evaluation	2015-16 £15,769	3.EIG

D. Provide the opportunity for support and guidance in developing pupil profiles with standardised levelling agreed at L5 between KS2 & KS3 teachers.

Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Continue with the good practice set out in the first year of transitional moderation by using the same group of teachers to work on consistency in assessment across the key stages.	AW DW	Produce moderated assessment portfolio of work that has been agreed and shared with all schools.	July 2016	A consensus achieved across the catchment and a cluster portfolio produced to reflect an agreed standardised assessment at L5	TBC	Portfolio	TBC	EIG
Establish a comprehensive cluster database of key management information on pupils' attainment, attendance and needs. Ensure that all staff know and use this information to act effectively according to pupils' learning and pastoral needs i.e. to plan appropriate teaching and pastoral support.	DW	A data base that provides management information on pupils' prior attainment, attendance and needs to inform better planning for Year 7 to meet pupils' needs Teaching and pastoral support that is effectively matched to pupils learning and wellbeing needs		Cluster database for improvement planning and accelerating progression			-	-
Assistant Head for Inclusion and Family Engagement Officer to work with primary headteachers to identify pupils 'at risk' of underperformance and disengagement so as to take appropriate early action and arrange interventions. Visit community centres to engage vulnerable parents	SD	Transition activities for vulnerable parents to seek to engage them positively with the school, leading to a series of information events perhaps.		Smoothen transition into secondary school Improved attendance Well supported interventions	Sep 2016	Transition documentation	-	-