

**PRIMARY/SECONDARY (Key Stage 2 to Key Stage 3) TRANSITION POLICY**  
**PORTHCAWL COMPREHENSIVE SCHOOL**

**PREAMBLE**

Recent publications developed as a programme of guidance and support, in order to help schools raise standards in Key Stage 3 include: -  
Aiming for Excellence in Key Stage 3 (Estyn/Welsh Assembly Government/ACCAC, October 2002).

Bridging the Gap Developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3 (Estyn/Welsh Assembly Government/ACCAC, 2004).

Moving On...Effective Transition from Key Stage 2 to 3 (Estyn/Welsh Assembly Government/ACCAC, 2004).

Transition from Primary to Secondary School (Welsh Assembly Consultation Document, November 2004).

Further development by the Welsh Assembly includes the identification of Transition as one of the priority areas in Activity 1 of the Better School Fund.

Pupils from the local primary schools transfer at 11+ to Porthcawl Comprehensive School unless parents select a different school for their child's secondary education. Porthcawl Comprehensive School draws pupils from 5 'catchment' primaries, Corneli, Newton, Nottage, Porthcawl and West Park as well as in 2006 taking placements from 11 'out-of-catchment' schools (Afon y Felin, Archdeacon John Lewis, Cefn Cribwr, Mynydd Cynffig, Oldcastle, St. Clares, Trelales, Ysgol y Ferch O Sger, Coed Hirwaun, Aberbargoed, Oakfield) totalling an intake of 222 pupils.

**Primary Headteacher**

<b>Mrs. J. Battrick</b>	<b>Corneli</b>
<b>Mr. K. Brady</b>	<b>Nottage</b>
<b>Mr. I. Bird</b>	<b>West Park</b>
<b>Mr. A. Jones</b>	<b>Newton</b>
<b>Mr. A. Wood</b>	<b>Porthcawl</b>

A Transition Plan with a three-year life span is a statutory requirement from September 2007. This is to be constructed in consultation with all stakeholders i.e. LEA, parents, pupils, primary schools and PCS. The plan will consist of two sections as detailed below:

**1. Core**

- Arrangements for managing and co-ordinating Transition
- Arrangements for joint curriculum planning
- Continuity in T + L
- Consistency in assessment and tracking pupils (KS2 moderation)
- Evaluating impact on standards

**2. Optional**

- Pastoral links
- Sharing information on attainment/attendance/behaviour
- Learning needs of individual pupils

## **POLICY**

The aim of the transition programme is to improve continuity and progression (i.e. a seamless progression) for all pupils as they move from primary school and through Key Stage 3 by working together to improve continuity in teaching and learning between Key Stage 2 and Key Stage 3.

Porthcawl Comprehensive School's Transition Policy will endeavour to

- promote continuity and progression in learning across the curriculum;
- ensure that the skills, knowledge and understanding gained in the primary; schools are built on and developed at Key Stage 3;
- help to raise standards;
- increase pupils' confidence and self-esteem;
- improve motivation and commitment;
- encourage partnership between schools at transition;
- enable teachers in both phases to learn from each other and to improve continuity in teaching and learning between Key Stage 2 and Key Stage 3;
- improve consistency in assessment and tracking of pupils;
- evaluate impact on standards.

## **PROCESS**

The *Governing Body* should ensure there is a programme for Transition and that Transition Plans are drawn up in partnership with primary school governing bodies from September 2007.

The *Headteacher* should ensure:

- there is a planned Transition Programme available
- joint Transition plans with primary schools are in place from Sept 07

The *Assistant Headteacher (Mrs. A. O'Brien)* with responsibility for primary/secondary transition should:

- arrange and manage the co-ordination of transition activities
- arrange for joint curriculum planning for continuity in T + L
- ensure pastoral links allow for the sharing of information on attainment/attendance/behaviour for individual pupils
- formulate Transition Plans from Sept 07 in partnership with primary schools

The *Administrative Staff (Mrs. W. Smith)* should:

- arrange for the computerised transfer of pupil details from primary to secondary during the Summer Term

## **PROCEDURE**

Education is a continuing process and a close liaison is maintained with all our associate schools. Regular contact is kept between the Headteacher of the primary

partner school and the SMT at PCS through a programme of meetings and visits. Records of meetings are documented and distributed amongst Primary Headteachers.

Central to the transition procedures at PCS is the effective communication of information about PCS and what it has to offer to stakeholders in the transition process i.e. potential pupils and their parents, catchment primary school staff and out-of-catchment schools and their communities. This communication is planned and focused at key times of the year. (See Appendix)

Primary schools and PCS have traditionally had good pastoral links, with pupils making the social transition enthusiastically. Recent developments have focused on the educational transition between Key Stage 2 and Key Stage 3 being equally successful so that teachers and pupils can build on the progress made in primary school from the very beginning of Year 7. This will enable young people to maintain and build on the momentum established in Key Stage 2.

A joint INSET day between PCS and feeder primaries during February 2006 focused on sharing information about what pupils know, understand and can do at each Key Stage in order to help raise standards in Key Stage 3, secondary teachers need knowledge and understanding of what is taught in primary schools – how it is taught - what pupils know, understand and can do at the point of transition. This means that pupils do not repeat work they have done before which may be at too low a level and thus can be de-motivating and can lead to pupils underachieving. As a result of this INSET day many departments are developing units of work or projects that link work in Year 6 and Year 7. The best of these improve continuity and progression in line with their pupils' learning needs through changes being made to schemes of work and in the methods of teaching and learning. They have challenging objectives and enthuse pupils so that they look forward to continuing the work in secondary school.

Summary of curriculum links include:

**English** – production of tasks based on two texts 'Clockwork' and 'Coming to England' for use on a rotational basis to avoid repetition when Year 5 and 6 are taught together.

**Mathematics** – production of a bridging unit 'Fractions, Decimals and Percentages.'

**Science** – GTCW grant to continue development of teaching module.

**Music** – Transition concert, Peripatetic teachers.

**Drama** – BTEC Pantomime visits, Lower School Production

**Welsh** – forging links to streamline teaching of subject.

**French/German** – production of modules for teaching on a rotational basis across the two languages.

**History** – production of cross phase unit of work (NQT project)

**Art** – carousel of art mural project.

**PE** - Dragon Sports Coaching / Gymnastics Project / sharing of facilities e.g. swimming pool

**ICT**- sharing of facilities e.g. Newton booking of computer room.

Bridging units support pupils' transition from Key Stage 2 to Key Stage 3 by requiring primary and secondary teachers to work and plan together to identify appropriate learning objectives and provide a new focus for teaching and learning at the end of Year 6. They help pupils to make further progress in areas defined either as

being in need of further attention or as new and exciting extensions of what they have already learned. Opportunities arise for primary pupils to meet and work with secondary teachers and, in some cases, to become familiar with the equipment, organization and layout of the secondary school. They give pupils an insight into the secondary curriculum, its new subjects/topics and ways of working. They provide a common experience for pupils from a range of primary schools on which secondary teachers can build and require secondary teachers to learn about Year 6 scheme of work, primary organization and methodology to inform the planning for Year 7.

During June each year Transition day is organised for Year 6 pupils to experience a taster day at Porthcawl Comprehensive. Transport is organised and during the day they follow a planned series of lessons, lunch is provided and they have opportunities to meet with pupils from other schools. Transition Day is followed by Open Evening whereby, parents are encouraged to accompany their children to tour the site, see pupils' work on display and meet and ask questions of staff. At this meeting the Headteacher meets and addresses pupils and parents to welcome them to the school and introduces the Head of Year as a point of contact. Year 12 pupils assist with groups of pupils during the day and accompany parents and pupils on a tour of the school during the evening.

For out-of-catchment pupils, parents are also invited to visit and tour the school soon after making contact. At this time literature is provided on the details of the Transition process. A final meeting is held during July in order to clarify any further points as well as to distribute curriculum details from Bridging work done in order that these pupils are not disadvantaged when they start in September.

Through visits by the Transition Co-ordinator and SENCO, primary schools and PCS share information about pupils' progress, achievement and attainment in the primary school in order to inform future planning and expectations in both Year 6 and Year 7. As part of pastoral links the SENCO makes visits to primaries to construct 'pen profiles' on individual pupils during the Summer Term. During the INSET day at the start of September this information is shared with the whole staff verbally as well as provided through the computerised Pisys system. Where secondary teachers know about pupils' strengths and weaknesses, they can plan work that builds on what pupils already know and can do, and address any identified weaknesses. Child protection issues are also communicated through this process.

Pupils are tested for their reading age, spelling age and maths age during the Summer term of Year 6 and this information together with Key Stage 2 TA is shared with staff for tracking purposes. Sharing assessment information helps secondary teachers to plan lessons that take account the differing abilities of the pupils in a Year 7 class.

From these results and background information pupils are organised for teaching purposes. Pupils with special educational needs are identified for the SEN class (X5) and those requiring extra support in literacy and/or numeracy are placed in the Basic Skills class (Y4). The remainder of the year group is placed in mixed ability teaching groups with an attempt to put certain groups together e.g. out-of-catchment pupils, pupils having difficulty mixing socially with peers. Some primary schools e.g. West Park are now exploring ways to ensure that their organisational practices benefit learners by introducing setting on ability for part of the class timetable to meet

individual learning needs. Others are introducing some specialist teaching for Year 6 pupils and ensuring that more than one teacher works with the class.

From September 2004 diaries were successfully introduced for all Year 6 pupils within our feeder schools the pages of which were written in partnership with primary headteachers. Visits to primaries are arranged during the start of the Autumn Term to distribute diaries and to initiate contact with Year 6 pupils. Primary colleagues are positive in their use and during PCS Book Monitoring within Year 7, it is encouraging to note diaries are generally being used well.

Primary headteachers are invited to contribute news items to PCS newsletter with the aim of strengthening links between the schools. Copies of the newsletters are distributed to all Year 6 pupils at the end of each term.

Offers are made to all primaries to share the use of PCS facilities e.g. swimming pool, mini buses, school van, sports accommodation, ICT facilities and although all are appreciative of the gesture it is often impractical for those further afield to do so thus resulting in most contact being with Newton in this way. Invitations are always extended to Primary Headteachers for social events such as the annual School Show and Carol Service and every effort is made for a representative from Porthcawl Comprehensive School to attend invitations to similar events at the primary schools.

### **Review and Evaluation**

It is essential that strategies for Primary/Secondary Liaison/Transition are constantly reviewed and evaluated to ensure they are effective in reaching a dynamic target market. This is done on an annual basis in conjunction with primary headteachers meeting with the Transition Co-ordinator to steer and evaluate developments.

Out-of-catchment placements come from a variety of primaries, which can be different each year and it is essential to ensure that transition/liaison communication reaches these potential partners and that they are made to feel especially welcome.

### **TRANSITION LITERATURE**

School Prospectus  
School Newsletters  
After School and Lunch Time Clubs Handout  
Year 6 Diaries  
Attention Year 6 Pupils!  
Transition Leaflet - Uniform Details  
Transition Day Booklet - Plan school  
Transition New Entrant Letter

Anne O'Brien  
July 2006

## APPENDIX

### TRANSITION TIMETABLE

Sept	AO visit to Year 6 to distribute homework diaries.
Early October	Meeting with Primary Heads to evaluate previous year's transition and plan for the future.
Dec	BTEC Pantomime visits to primary schools.
Jan/Feb	Y6 pupils and parents receive personal letter welcoming them to the Induction Programme.
Nov - Jan	KD and AO offer to meet at primary (familiar territory) with Year 6 and their parents. Individual primaries contact PCS with regard to date, as required.
May/June	Testing of RA, SA + MA
May/June	SENCO meets with primary staff to formulate 'pen profiles.'
Early June	Poetry Writing Competition
June	Transition Day - Transition Booklet
June	Open Evening and Headteacher's address to parents
June	Transition concert.
June/July	Primaries forward SATS TA Levels.
Early July	Poetry Evening
Early July	Lower School Production
July	AO/SENCO meet to organise teaching classes/forms for Y7
July	Meeting arranged for out-of-catchment pupils to cover curriculum details from Bridging Units
September	Welcome letter sent maintaining home contact.
Oct	Study Skills Day
Dec	Parents' Evening – opportunity to assess and report to parents on how pupils have progressed.

**Ongoing visits throughout the year for cross phase teaching and delivery of Bridging Units.**