

Maxwelltown High School Cluster Transition Policy



Cluster Schools:

**Cargenbridge Primary School
Holywood Primary School
Lincluden Primary School
Lochside Primary School
Shawhead Primary School
St Ninian's Primary School
Maxwelltown High School Secondary**

Maxwelltown High School Cluster

Vision Statement

Our Cluster Vision Statement

- *We will work together as an inclusive team, sharing good practice and resources, developing and putting in place good strategies which will overcome barriers to our pupils' social, emotional, physical and intellectual learning.*

Cluster Aims

- To actively engage as a multi-agency inclusive team with organised activities, training and support, addressing those issues which can impede or enhance the successful development and future achievement of all children.
- To actively engage as a multi-agency inclusive team to assist families to give children the very best foundation for future success.
- To work to ensure that all cluster members understand the role that different agencies and partner groups perform and the contribution each group can make to the achievement of the aims outlined above.

This policy details the aims and procedures in the transfer of pupils across all stages from 3-18 years.

Introduction

A Curriculum for Excellence is the 3-18 curriculum in Scotland which offers a broad and general education from early years (aged 3) through to the end of S3 (typically age 15). It includes a senior phase of education (typically 15-18) which provides opportunities to develop skills for learning, life and work and obtain qualifications.

A Curriculum for Excellence promotes the development of young people's ability to learn and to reflect on their own learning and to develop the skills for life and work to allow them to go onto further study, to secure work and to navigate successfully through life. Ultimately, the aim is to make our education system fit for the modern world and improve young people's achievements, attainment and life chances; through enabling all young people to become successful learners, confident individuals, responsible citizens and effective contributors.

A Curriculum for Excellence sets out the aspiration for all children and young people to become successful learners; confident individuals; responsible citizens and effective contributors to society and to work. Effective transition arrangements should ensure the progressive development of all four capacities.

Through an effective transition process, staff and other partners in learning will be able to contribute to improvements in the quality of learning and teaching, widening achievement and raising attainment.

Purpose

This transition policy is based on the premise that there is consistency and continuity in children's learning and that there is clear partnership working and consultation with staff, parents, pupils and other partners in learning in order to maximise success at this transition stage.

Policy Statement

The transition policy should:

- Encourage partnership working with parents, staff , pupil and other partners in learning
- Promote self –esteem
- Adopt an inclusive approach
- Actively involve children and parents in the process
- Motivate and challenge children
- Enable children to develop resilience to deal effectively with change
- Adhere to Dumfries and Galloway’s guidelines for pupils with Additional Support needs at transition

The desired impact of the policy and procedures will be:

- to secure continuity of education throughout the 3-18 education provision
- to build on prior learning and experiences
- to promote and support cross sector working and develop strong positive cluster relationships
- to adopt a common understanding of good practice on the range of learning and teaching methodologies
- to share knowledge and understanding of pupils learning experiences and standards of achievement and attainment as they progress from 3-18
- to identify vulnerable pupils and provide them with appropriate support
- to ensure pupil data is transferred efficiently and is made accessible to appropriate staff and is used effectively to inform teaching and learning
- to ensure parents/carers are fully informed of the transition process;
- to promote the development of pupil’s personal and social development.

Our transition activities include:

- Organising and evaluating pupil transition activities
- Leading and managing a transition programme for all primary pupils
- Joint curriculum planning, delivery and assessment across sectors
- Achieving continuity in teaching and learning methods.
- Sharing of individual pupil information and data at transition stages
- Organisation of enhanced transition meetings to meet the needs of pupils with additional support needs
- Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment
- Joint development work during INSET days and twilight sessions
- Regular scheduled strategic meetings involving all Headteachers from the cluster schools
- Working groups set up for specific purpose: eg Health and Wellbeing Working Group
- Involvement of all staff where possible to build capacity through distributed leadership
- Ongoing development of our Cluster Calendar of Events on GLOW
- Development of our Cluster GLOW group
- Annual production and evaluation of our strategic improvement plan. The evaluation of the impact of the plan on attainment, achievement and participation will involve all members of our cluster learning community.

Maxwelltown High School Cluster Development Plan

This plan sets out how we will work together to address the improvement priorities as agreed on an annual basis with cluster schools. It details the work to be addressed. The progress made and next steps will be reviewed regularly with the production of a new plan annually in time for the start of the new academic year.

As with the production of this plan, we will seek the views of parents, carers, pupils, staff and other partners in learning on the approach taken. We will also work in partnership with colleagues in the local education authority.

The plan is available on each of the cluster schools website.

Reference to other School, Council or National Policies

- Guidance to 'getting it right for every child' (2007)
- Count us in
- How good is our school – ensuring effective transition self evaluation serried E HMIe(2006)
- Ambitious Excellent Schools (Scottish Executive, 2004)
- The child at the centre (HMIe)
- Additional Support Needs Act (2008)
- 'Getting it right for looked after children (Angus Council, 2009)
- Dumfries and Galloway Guidelines for Children and Young People with Additional Support Needs (July 2009)
- A Curriculum for Excellence documentation and guidelines

Monitoring and Evaluation

It is essential that these strategies be reviewed regularly to build on current good practice. The schools involved must monitor the effectiveness of this policy at both Cluster and Transition meetings which are held at regular intervals throughout the year.

