

St. Bede's R.C. Primary South Shields

- ▶ Headteacher since 2005.
- ▶ Ofsted 'outstanding' grading in 2013.
- ▶ 1 form entry primary school with 210 pupils and morning nursery school.
- ▶ 20% FSM, 25% EAL pupils, high stability and above average deprivation indicator.
- ▶ Part of a cluster of 6 R.C. primary schools from South Shields.
- ▶ Feeder school for St. Wilfrid's R.C. College, South Shields- 'Ofsted outstanding'- 2014.

High Achievement for All

- ▶ Since 2013 involvement in 'High Achievement for All' project with Ofsted.
- ▶ Cluster of headteachers established from primary schools in Tyne and Wear.
- ▶ Sharing good practice and developing strategies to raise the achievement of Pupil Premium children.
- ▶ March 2016- meeting with Mark Evans H.M.I. to discuss ways to improve the transition of all pupils from primary to secondary school with a specific focus on their academic needs.

Existing Curriculum Transition Arrangements

- ▶ Pupil Portfolios- a range of pieces of work completed across the curriculum to demonstrate pupils' current standards in all subject areas.
- ▶ System in place for over 10 years.
- ▶ Primary school perspective of the portfolio: rushed at the end of term; a chore for class teachers; discrete pieces of work with no link to current units of work; inaccurate reflection of pupils' abilities.
- ▶ Secondary perspective of the portfolio: portfolios not used to assess pupils' current abilities in subject areas; do not inform data; do not inform future planning.

Building on Pupils' Prior Learning

- ▶ Develop a transition project that enables secondary schools to build on pupils' prior learning in English, specifically writing.
- ▶ Allows Y6 pupils to give an accurate reflection of the standard of writing they are achieving in Y6.
- ▶ Provide a concrete baseline from which secondary schools can plan to provide challenge, and ensure progression in English/writing.

Cross-phase partnership

- ▶ Cluster primary- St. Gregory's R.C. South Shields received National Support Funding in 2015.
- ▶ Cluster writing moderation group was established in 2015, including Y7 transition co-ordinator.
- ▶ Children's writing from feeder primary schools was assessed by English co-ordinators against the new 'expected standard' at the end of KS2.
- ▶ Improve assessment practices and provide correlation between Y6 and Y7 data and build trust in terms of validity of assessment data.
- ▶ Avoid the need for baseline assessment in writing in Y7

Transition Project

- ▶ Existing moderation group to plan a unit of English work/writing.
- ▶ Y6 pupils complete a unit of English work in Y7 English exercise books during final half term of Y6.
- ▶ Y6 pupils to demonstrate their best writing i.e. presentation, spelling, grammar and punctuation, structure and style of writing.
- ▶ Y7 English teachers will have a concrete baseline in writing to maintain and improve upon.

Transition Project

- ▶ Private Peaceful by Michael Morpurgo.
- ▶ Continuity in Y8 as playscript.
- ▶ Planning was done by the writing moderation group: agreed genres of writing; resources and ideas shared and agreed.
- ▶ St. Wilfrid's provided exercise books and copies of Private Peaceful.
- ▶ Y6 pupils to complete 4-5 pieces of writing in Y7 English exercise books.

Y6 Perspective

- ▶ Y6 pupils highly motivated to produce their best work for their new teachers to make a good first impression.
- ▶ Pupils loved *Private Peaceful* and were aware they would be studying the book at St. Wilfrid's.
- ▶ No 'after-SATs' dip in standards, motivation or purpose.
- ▶ Y6 staff and pupils worked very hard to ensure there was high quality writing in Y7 English books.
- ▶ Y6 staff wanted to provide Y7 English teachers with a concrete example of their assessment of pupils' writing to inform and validate the pupils' data, and inform future planning.
- ▶ Y6 staff wanted to provide the Y7 staff and new pupils with a high quality starting point from which the pupils could improve their writing.

Wednesday 15th June 2016

Nancy
Odile

L2: To be able to write a monologue.

My first day at school

I'm brushing my teeth thinking about tomorrow. I'm really scared. I know I have to go to school but I'm trying to forget it. Mum isn't helping with that though. She's making a huge fuss. I do have to admit, I kind of like it!

My mum is tucking me in bed and I can't help but think that she is upset. I have to comfort her about this.

"Are you alright?" I ask. "You look like you're about to cry!"

"Don't worry Nancy..." She says. "I'm fine, you just need to get some sleep or you'll be tired in the morning!"

"Okay, goodnight mum!" "See you in the morning!" She switches off the light and closes the door. I lay my head on the pillow and drift off, surrounded by all my teddies.

I'm in the bath humming while my mum (seemingly) irons my school uniforms. I'm extremely nervous to go to school. I have no idea what it's like! Are there mean kids that steal your dinner money? Or are there mean teachers that are really strict and never stop shouting at you? Thoughts are wizzing through my mind but I don't have time to think properly, as my (mum's) mum is quickly drying me in a towel. I didn't even ~~have~~ have time to do my ~~the~~ hair properly!

Thursday 30th June 2016

Love To be able to write an amative letter home from Charlie.

A letter home

Dear Molly,

I am writing this letter to tell you to not be down and upset about me passing away. I want you to get on with your life and live happily with big Tom, little Tommo and big Tommo. By the time you're reading this I will be dead, but don't be too sad try and remember the happy and funny memories when we were together. Tell little Tommo all about me, about me being brave and not being a coward. Make sure he grows up the right way and that he has a great life.

I want you to know that I died being valiant and not being a coward. I stuck with Tommo because he was badly injured and he could hardly walk. I will never regret that decision even if it did cost me my life. I have died as a hero. I disobeyed those orders because they were wrong (in my opinion). If I had obeyed those orders then maybe I would have died in war anyway. If I had obeyed those orders then maybe Tommo might have died as well.

Take care of little Tommo make him grow up the right way feed him healthy food and milk. Tell him who I am and tell him that his father was brave and fearless. Do not tell him that I was a coward. I was not. I stayed with Tommo because he is my brother and he was injured. I did NOT stay with him because I was a coward. Do not let little Tommo go to work even if he wants to say so. It is not nice to be lonely and you hardly get fed. It is too dangerous out in the war. Do not let him do anything that is a dangerous job. If you are in the park keep a close eye on him. do not let him wander off on his own. Make sure he goes to bed at a reasonable time not too late. Take care of little Tommo. I miss you and little Tom

Tuesday 28th June 2016

L.O. To be able to write a discussion text.

Is Tommo responsible for his father's death?

The day started out wonderfully with a young boy named Tommo and his hard-working father in the woods. Father's job was being a woodcutter. Tommo was playing; father was cutting down some trees and the wood. Then, the tree in front of Tommo was creaking and about to fall on him, when his father attempted a heroic rescue by grabbing him and tossing him out of the way. Tommo survived, but unfortunately, his father didn't. James Peaceful (Tommo's father) was crushed by a fallen tree. The Peaceful family (Tommo's family) were in a state of devastation as a reaction to this tragic event. What a dreadful time it must have been for them! But who was responsible for Father's death? Was it Tommo's fault? Or was it just a terrible accident? There is a lot of discussion about this. Both sides have very good arguments and reasons. Decide now if you think whether or not it was Tommo's fault.

It is argued that Tommo was responsible for his father's death. Many say that he had plenty of time to run, to get out of the way, or even walk away. For the fact that Tommo stood in place and didn't move angers lots of people as he should have run. His father was even shouting to him to run, to get out of there. Most people say he could clearly see the tree about to fall on him and he could hear it creaking too. One person reports 'Tommo saw the tree about to fall on him, and do you know what he did? He just stood there in place, staring at the tree as if he wanted to be saved by his father.' Officials say that he should have stayed near his father for protection, and that wandering away from his father, without caution and rescue is reckless. Rumours have been going round saying that Tommo blames himself for Father's death.

Monday 4th July 2016

Let's be able to write a diary entry.

Dear Dairy,

30th September, 1915

I've just woken up and it's freezing! My full body is cold. I feel sorry for the soldiers on look out - they must be so tired. Luckily, we didn't get attacked last night; the German soldiers must be making a plan. The look out soldiers get to sleep in the afternoon so they aren't so tired to fight and they're more focused. I think that's fair but other soldiers don't. Most of the time we sleep in the afternoon anyway in case of attacks in the night time. We only ever get about 4 to 5 hours sleep, that's not alot considering we fight most of the time.

The Germans aren't the only things we're battling against. Like weather and trench foot. The weather is the worst, I think. Yesterday, it was raining and it didn't stop for ages. The trenches are full of water, dirty water and some people have the job of clearing it out. When they clear the water out they often get trench foot, trench foot is a disease where your feet swell up. Everyday somebody checks your feet to see if you

Problems Encountered

- ▶ Rather rushed process due to lack of time.
- ▶ Collection of exercise books at the end of term was variable.
- ▶ Exercise books delivered to Y6 classes after the start of the final half term.
- ▶ Planning of the unit of work needed more time and discussion.
- ▶ These organisational problems can be solved with good forward planning this year.
- ▶ Writing moderation group is a good vehicle for planning and organisation.
- ▶ Y6 writing from the last half term had to be photocopied to keep for evidence of progress over time.

Impact in Y7

- ▶ Impact to be monitored in the Autumn term by writing moderation group and cluster headteachers.
- ▶ It is our hope that Y7 staff have been able to use the Y6 pupils' writing effectively, and that it has informed future planning in Y7, and validated KS2 assessments in writing.
- ▶ It is our hope that the new Y7 pupils will be able to look back on their Y6 writing and recognise the progress they are making throughout the year.
- ▶ Looking ahead we hope to arrange for Y6 teachers to teach English in Y7 classes to gain an understanding of the Y7 curriculum
- ▶ Y7 teachers to teach English in Y6 classes to gain an understanding of the Y6 curriculum.