

Emma Hill

- Teaching and Learning Co-ordinator
- Specialist Leader of Education
- Geography Teacher

Matt Hambrook

- Lead Practitioner & Head of Mathematics

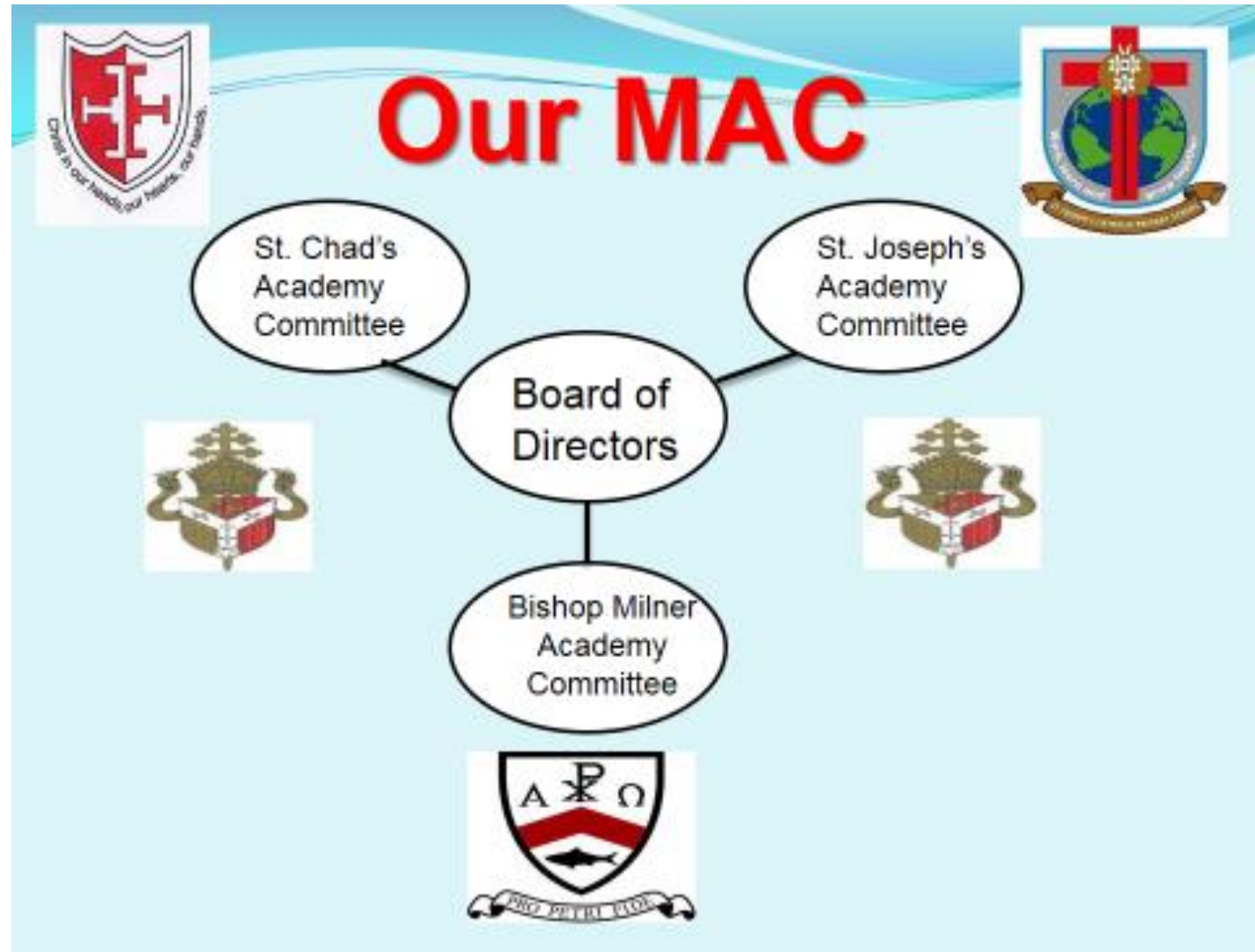
Jas Cheema

- Year 6 Teacher/Year 6/7 Transition Lead
- Senior Teacher
- SLE Specialist Leader of Education

St John Bosco Catholic Academy (SJBCA) is a **Multi Academy Company (MAC)** in accordance with agreement formulated between the Archdiocese of Birmingham and the Department for Education:

Presentation objectives

- ❖ To understand how Middle and Senior Leaders support transition across the Academy
- ❖ To discuss key opportunities and challenges faced within this process role
- ❖ To justify the impact this has had across the MAC



How do we ensure we are 'Secondary Ready'?

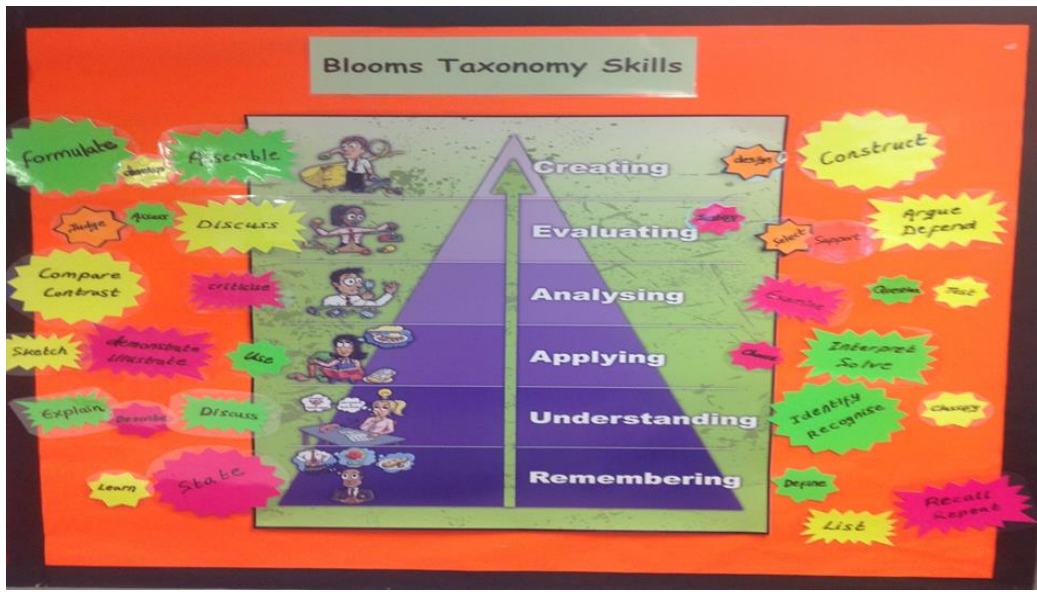


- ✓ Clear structured 'Vision of a 3 to 18 Curriculum'
- ✓ 'Developing Excellence in Learning Across the Academy'
- ✓ Provision of on-going **PTD** sessions across MAC
- ✓ Exemplify use of **Blooms Taxonomy**
- ✓ Adapted '**Building Learning Power**' creating a common language for learning
- ✓ Plan and Implement Cross Academy Teaching & Learning Project- '**Primary Transition Days**' 'Taster sessions'
- ✓ **Ambassadors Role**– Reading / Maths/ French – use of '**More Able**' to assist.
- ✓ **Parental workshops** embedding expectations
- ✓ **Avoiding the 'dip'** across phases – KS2 to KS3
- ✓ **Identify Key Non-negotiable Skills**
 1. *English Literacy Policy*
 2. *Maths Calculation Policy*

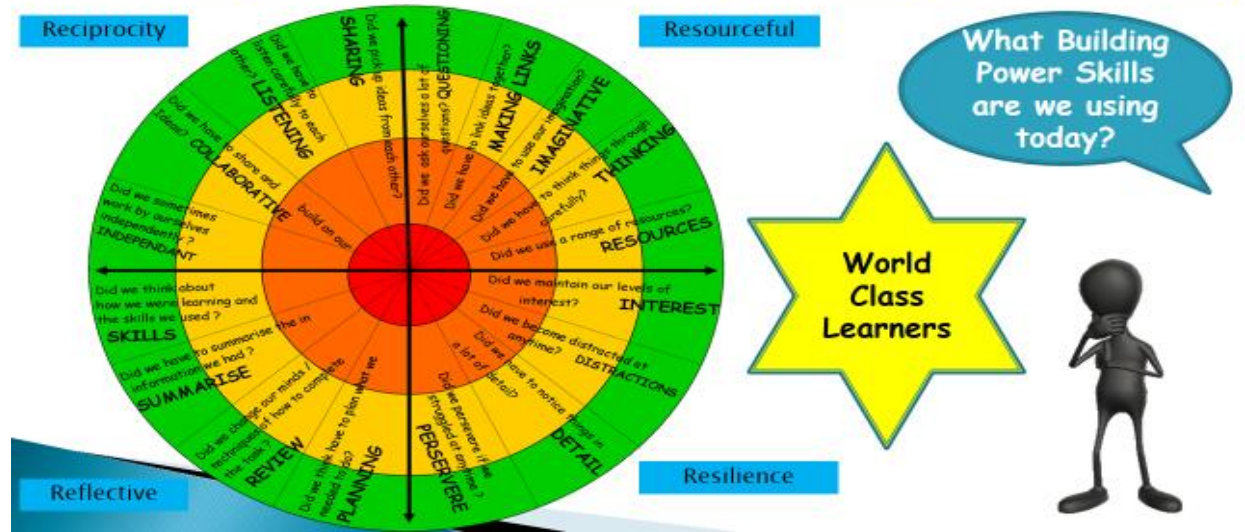


BMCC Student Ambassadors helping with French classes at St Chad's Primary





Mini Plenary- Reviewing our 'Building Learning Power' Skills



Japanese housing

Learning Objective (subject specific)
To create a mind map and analyse and evaluate your learning skills

Learning Outcomes (linked to levels/grades as appropriate)

- All learners will
- Most learners will
- Some learners will

- To have understood the key features of a Japanese home
- To have applied knowledge to create a mind map
- To have analysed and evaluated your learning skills

The whiteboard displays a lesson plan for 'Japanese housing'. It includes a learning objective, learning outcomes, and a list of skills to be practiced. Several small posters are pinned to the board, each illustrating a different learning skill with a cartoon character and a brief description:

- Apply:** A cartoon character is shown using a tool.
- Analyse:** A cartoon character is shown looking at a diagram.
- Evaluate:** A cartoon character is shown looking at a target.
- Understand:** A cartoon character is shown looking at a map.
- Create:** A cartoon character is shown looking at a finished product.

At the bottom of the whiteboard, there are several small signs with text:

- Geographers know how to get around
- Geographers know where it is happening
- Geographers know where they are going



Secondary Ready in Maths

Step 1 April – June 2015

Initial Meetings to discuss the potential of cross college collaboration on a set of skills and a calculation policy that would allow pupils to be ready to start secondary school in Maths using the methods that we use at BMCC.

Step 2 July – October 2015

The discussions developed from a calculation policy to a 'Set Methods of Calculation' booklet that encompassed methods for teaching more than just numerical calculation including hints and tips to ensure that pupils are proficient.

Step 3 February-March 2016

Developing a number of non-negotiable skills in our KS3 classes became a priority at BMCC to avoid the 'Wasted Years'. The idea broadened to sending a list to our MAC primaries of key skills that pupils needed to be secondary ready in order to maximise progress but also deal with GCSE content at the earliest possible time in our curriculum.

May 2016

Post SATS our MAC primaries have started to re-cover skills on, they will be assessed with assessments that are provided by us. We are receiving an individual breakdown on these skills at the end of the summer term. This will allow us to prioritise intervention in September whilst at the same time ensure each child has an appropriate starting point to maximise progress.

- [Identify multiples and factors of a number](#)
- [Count forwards and backwards through zero](#)
- [Round to one decimal place](#)
- [Use columnar addition and subtraction with numbers of any size](#)
- [Multiply a three- or four-digit number by a two-digit number using long multiplication](#)
- [Divide numbers up to four-digits by a single-digit number using short division and interpret the remainder](#)
- [Add and subtract fractions with denominators that are multiples of the same number](#)
- [Write decimals as fractions](#)
- [Understand that per cent relates to number of parts per hundred](#)
- [Convert between adjacent metric units of measure for length, capacity and mass](#)
- [Measure and draw angles](#)
- [Calculate the area of rectangles](#)
- [Distinguish between regular and irregular polygons](#)

Transition from Year 6 to Year 7

- **Main issue - to ensure there is no dip from Year 6 to Year 7.**
- **Regular cluster meetings with other lead teachers within the academy where we interact and collaborate with each other to discuss the cohort of children. This has provided us with the opportunity to discuss the needs of the children.**
- **To enable Bishop Milner to have clearer expectations of the children joining them.**

- Working with Matt Hambrook (Head of Mathematics)
- *To discuss the calculation policy;*
- *Mini assessments (mastery)*

- Meeting with Katie Tolley (Head of English)
- Use Bloom's Taxonomy to ensure continuity and smoother transition. Children are aware of the skills needed (Teaching & Learning policy)

- *Discussed various skills needed (mastery);*
- *Will provide one piece of written work which can be used as a baseline assessment when children move on.*
- *Discussed future plans to develop mini assessments in English.*

Strong links have been established with the Principals of the other academies within the Multi-Academy Company. These have enabled leaders to improve the arrangements to support students when they join the academy at the end of Key Stage 2, to develop provision for modern foreign languages in the curriculum and to share professional development opportunities for teachers and leaders.

Bishop Milner Catholic College 2015



Staff have regular opportunities to learn from each other and from schools in the North Dudley Learning Partnership and St John Bosco Catholic Academy Trust.

One teacher commented, **'It's good to see how other schools work. We learn as much as we can and adapt things to fit our needs and our children.'**

This contributes to a culture of continued professional learning.

St Chads OFSTED 2016



'The school works closely and effectively with other schools in the academy. Staff share expertise and training. They make sure that transition arrangements to the secondary school are efficient and that pupils' move to the next stage of their education is smooth'.

St Joseph's OFSTED 2015



IMPACT



**THANKS
FOR
LISTENING**

**Any
questions?**

