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Strategic planning model

A strategy for transition from Key Stage 2 to 3

L.E.A.R.N

- Leave in
- Explore possibilities
- Amend and Adapt
- Replace
- New innovations

Creating the right strategy for learning and achievement

Leave in

- What currently works well in the process of transition for pupils from Key Stage 2 to 3?
- What is positive about the communication between the school and its primary partner schools?
- What is working well with designing the most appropriate curriculum for Year 7 and the rest of Key Stage 3?
- How can we audit current systems to make sure we make the best use of what we have in place and to inform change where it is necessary?

Explore possibilities

- What are our current strengths that are supporting successful learning in Year 7 and development planning to strengthen our approach to transition?

- How are we using the resources we currently have to support a robust transition policy?

- How could we build on what we do already and learn for the future?

- Who are the most informed of our staff who can lead the process of change?

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Amend and Adapt

- What can we identify that needs amending or adapting?

- How can we create the right culture in order that we share ideas and resources so that we can adapt what we know has worked in the past?

- What is available that we can use to enhance our current systems without too much work?

- Who will be included in the process of change?

- How can we use new models of assessment and changes to the curriculum to enrich our offer to those arriving from their respective primary schools?

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Replace

- What do we now know needs to be replaced?
- How will we identify what we need to change across all aspects of the curriculum and assessment planning in Year 7 and across Key Stage 3 as a whole?
- Who will be involved in the process of change?
- What are the timescales and how can we make this a priority?
- How will we ensure there is a dialogue that ensures we build on prior learning and prepare pupils for the next stage of learning?
- What will we do to ensure Literacy and Numeracy are embedded across all learning in Year 7 and beyond?

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New

- What is completely new and different?

- How can we ensure we have the right expertise to embed new strategy, techniques and teaching practice?

- What are the training and development implications?

- How will we monitor success and the impact on learning?

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