

The Principles of Practice and Progress

ECAD6001

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Assignment title: Individual video presentation and supporting file.

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Introduction

The aim of this portfolio will be to present an intervention to a board of governors which relates to one of the main themes introduced in the module. These themes include transition, poverty, multi-agency working, parental engagement and children's rights. To begin, it will be necessary to engage with literature related to these and consider what interventions could support, develop or improve certain aspects of them. When the intervention has been chosen, researched and finalised there will be a video created. This video will be of the presentation given to governors and should contain a detailed explanation on the intervention, a rationale on why it was created and how it could be implemented within a school. In addition to this there will be a file of supporting evidence which outline the process of creating the video from conception through to the finished product. Aspects of the file include background information on the school discussed throughout the video, initial thought processes and a brief evaluation of the end results.

School Context

School A is a large, vibrant and happy primary school which currently has 463 learners between the ages of 3 and 11 on role and is made up of 16 classes. The school is situated in Swansea county and draws many of its pupils from a residential, slightly disadvantaged catchment area. Estyn last inspected the school in January 2017 and the present head teacher has been in post since August 2014. Within this report, it was stated that twenty-one per cent of pupils were entitled to free school meals; a figure which is marginally above the national average. At the time of the report, 32% of pupils were designated as having special educational needs (SEN); a figure that is significantly above both the local authority and national average of 21%.

School Development Plan (SDP)

Priority 1	Leadership and Management	
Expected Outcomes	To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice. To ensure a positive and supportive ethos permeates through all aspects of school life ensuring we all celebrate our successes together.	
Actions	Cost (£)	Comments/ notes
Further develop the expertise and skills of our senior and middle leaders to secure effective succession planning.	£500 per place	Senior/middle leaders identified through performance management reviews.
To restructure termly pupil progress meetings to ensure any progress slippage is highlighted and addressed swiftly and effectively.	Time Meetings	Format of pupil progress report agreed with SLT and shared with staff. Pupil progress meetings held after each assessment point.
Priority 2	Pupil Well-being	
Expected Outcomes	Children given the confidence to use resources and strategies to work through challenging situations or times. This is likely to have a positive impact on attendance, attainment and progress, increased exposure to the curriculum and special school events.	
Actions	Cost (£)	Comments/ notes
To introduce 'planning in the moment' in YR and for the transition in Y1.	Time	Children having greater ownership of their learning and a greater voice in the classroom. Greater engagement with their learning.
Review transition across each year group.	Time	Start early in the year. Research interventions. Design a program to help children prepare for the transition.
To ensure smooth transition into new year groups.	Time Printing Meetings	Smoother transition to the new school year. Transition days and swap class sessions. Transition booklets. Social stories where necessary. Develops confidence and likely to help with pupil progress and anxiety.

Priority 3	Raise Attendance for all groups across school	
Expected Outcomes	Pupils value their education and absence rates reduce across the whole school.	
Actions	Cost (£)	Comments/ notes
Raise Attendance or all groups across school.	Time £3000	Attendance high profile across school – all staff involved. Attendance Information shared with all stakeholders. Attendance rewards to promote good attendance in line with policy and shared. Half Termly attendance assemblies. Targeted informal meetings with families. Attendance Officer to conduct home visits and track missing pupils. Parental Support Worker to work with identified families. Whole school reward at the end of the year for pupils who have 97% and 100%. Class teachers to be proactive in raising attendance concerns as necessary. Class teachers to discuss weekly attendance with class.
Parents, staff and pupils are positive about behaviour and safety.	Time	Whole School Behaviour policy shared with ALL staff. Share with staff expectations and relevant requirements needed. Ensure whole school policy is followed consistently and support as required. Monitor pupil voice by use of school council. Monitor parent view by use of questionnaire.

Script

Good afternoon, I would like to thank you all for agreeing to meet with me today. For those of you who are unaware, my name is Chloe, and for the past four years, I have been teaching within the year two classroom. Over the past two months, in order to create a pupil focused initiative, I have undertaken research regarding certain strategies and themes within education, focusing on how they can impact on a child's learning and well-being. During my investigation, I came across a pattern of articles, books and websites regarding the significance of smooth transitions for school pupils. Today, I will be underlining a few of the social, emotional and educational effects a negative transition can have on pupils and proposing a possible intervention designed to aid our young learners' through this aspect of their school journey.

The Welsh Government (2018) recognise the importance of seamless transition within the primary sector and state that when approached poorly, it can have a negative impact on a pupils progression and self-esteem. While undertaking my research, I began to consider my own experiences with children transitioning from my year two classroom into year 3. To get more input, I decided to begin a discussion with my current pupils on their thoughts and feelings about their inevitable progression to year 3; I also asked Miss Carter, our year 3 class teacher, to do the same with her class. Several of my learners were excited and somewhat anxious to advance to the next year group. However, the vast majority had many concerns about the change of environment, teacher and work level. During mine and Miss Carter's review of the responses we received from the pupils, we concluded that both year groups had many of the same concerns and anxieties. While reflecting on the body of knowledge I had gathered on the matter, it was becoming evident to me that every year, many children become overwhelmed at the notion of joining key stage 2 and grow anxious. However, after further research and discussion with Miss Carter, it was noted that transition anxiety does not only affect pupils transitioning between key stages but, often, it also affects pupils progressing from one year to the next. Estyn (2013) underline the importance of early intervention in every situation to ensure pupils standards do not drop and to ensure the positive impact of the intervention reaches every child. For this reason, my transition intervention consists of numerous support strategies designed to ensure a smooth transition between each year group, not only for those who are considered more vulnerable but every individual child.

As you are aware, the school already implements specific strategies which endeavour to soothe any anxieties learners may have about progressing through the school. We encourage pupils to visit different year groups in order to present their projects or work achievements to teachers and students informally; this is an approach used to allow learners to meet and interact with staff members and environments they wouldn't, otherwise, be aware of until later dates. As well as this there are opportunities for learners to join lunchtime and afterschool activities of their choice where they may interact with unfamiliar students and staff which we consider a beneficial method of developing their confidence and familiarising them with the notion of change. Although this is the case, over the years I have found a commonality between the activities available and the type of pupils

who attend them; more often than not the learners who feel comfortable joining these groups are those who naturally respond well to transition, developing only minor doubts or concerns when it occurs. Because of this, I aimed to consider transition strategies for learners which were inclusive to all and suitable to use within every classroom.

One of the main components of my initiative is to begin 'class swap days' in which learners will have the opportunity to spend the day with the teacher and classroom they will be advancing to in their next academic year. Initially, I suggest we pilot this aspect of the intervention within the year two classroom over the course of one year to measure its success. This is a useful group of learners to pilot the strategies on as they are not only moving up a year, they are moving from foundation phase to key stage two; practitioners can then assess how beneficial the transition tools within the initiative have been in supporting the pupils well-being, education and reaching their desired outcomes on a whole. During this pilot year, when class swap days or swapping activities take place, year three will not be moving up to the year four classroom, they will simply be working outdoors or in the year two classroom. However, after the pilot year is complete, the intention will be for the intervention to be used as a whole-school approach. When this is implemented, each year group will systematically move up to their future classrooms to partake in transition days or sessions. These sessions or full class swap days will take place on occasions that the year six pupils are out of the classroom, taking part in transition days within their chosen comprehensive schools, participating in a school trip or taking part in activity days to help the wider community. Before whole class swap days begin, it is important to note that there will first be short lessons undertaken in the learner's future classroom with their current teacher; this creates an opportunity to familiarise pupils with the environment before introducing them to their new teacher from an academic perspective. After a few lessons held within the class, 'getting to know you' sessions alongside their future teacher will take place; these could consist of activities such as circle time or various enjoyable, hands-on tasks to help learners feel comfortable. An Estyn (2019) report underlines the benefits this can have on learners; when the pupils begin their year in the new classroom, they are able to settle in much faster and feel at ease with the environment and teacher as they have already built a relationship.

Another critical aspect of the intervention will be whole school transition days. The current expectation is that these transition days will take place three times a year, near the end of each term; by including this strategy within the pilot year, it will allow practitioners to assess whether this is an appropriate number or whether the quantity of sessions should be revised. Within these transition days, all pupils, from reception to year 6, will move around the school at their own will. Each classroom and teacher will be hosting different activities such as board game sessions, arts and crafts, watching a film, playing online games, or simply a quiet room with bean bags to read a book or draw. Not only does this encourage interaction between children of all year groups, but it also helps pupils feel comfortable in every area of the school, not only within their class.

In addition to this, I propose the school creates transition booklets, made up of information and images of the new teachers and classrooms pupils will be progressing to, as well as

social stories if necessary, in order to create an opportunity for learners to familiarise themselves with the new setting and routines. These should be provided to more vulnerable children such as those with SEN, autism or even those whom teachers have observed as being particularly uncomfortable with change. Estyn (2019) specify that these learners require individualised support during their transition to different points in their education. According to the Welsh Government (2015), a smooth transition is improved when stakeholders take an active involvement in the process and are kept up to date. In order to encourage this involvement to transpire, the school should provide online information and resources similar to that included in the transition booklets as well as a brief overview of the theme's teachers intend to cover over the term. A possible way of distributing this information would be over the school website within each specific classroom folder. This will then be accessible to every parent and child and helps keep the school, children and parents updated and involved in every aspect of the transition process.

Although this intervention is made up of an umbrella approach which includes differing strategies, the cost of implementing it will be minimal. The majority of strategies will require time and meetings spent on ensuring each aspect is executed to a satisfactory level. Some will simply make use of resources already available within the school such as books, games and art supplies. The aspect which will cost the most will be creating transition booklets due to the cost of printing. Overall this is a low cost, high impact intervention aimed at improving pupil outcomes and well-being by tackling the issue of transition. I'm sure you'll agree that this proposal will be highly beneficial if put into effect. When working in the education sector, there is a responsibility to ensure our learners don't fall behind and become lost in transition. Thank you for listening.

Critical evaluation

While undertaking this assignment, even though I was aware it was fiction, I found the idea of presenting an idea to a board of governors very nerve wracking. However, when I began researching ideas, I was so interested with the strategies and initiatives I was discovering as well as the evidence to support their implementation that this feeling began to dissipate. In my opinion I have presented a useful intervention that, if implemented, would help create smooth transitions between year groups. Although this is the case, I feel like the presentation could have been improved by discussing ways in which the effects of the intervention could be measured such as teacher observation or using questionnaires with the learners about their feelings regarding the transition before and after it takes place. On top of this I believe it would have been of worth to mention other schools who implement similar strategies and whether they are finding it is a useful tool. However, as a first attempt I feel the presentation is of an acceptable standard.

I feel that this module has helped me progress as an educator and developed my knowledge and understanding within many areas. We covered many interesting themes and topics. Over the past two months I have needed to research each major theme that arose accordingly. This was an essential task as I needed to fully understand certain aspects of each thread in order to decide upon and promote an intervention. The assignment has helped me develop my understanding of the professional teaching and learning standards and some of its main overarching themes and values such as the rights of the child (Welsh Government, 2017). This is a topic which I have developed a much deeper understanding of during my research and it has made me aware of my personal and professional responsibilities as a teacher. Overall, the module has allowed me to put many aspects of the code of conduct into practice and has given me the opportunity to evaluate my own work, research and analyse information and conduct myself in a professional manner (Education Workforce Council, 2019). This will be very beneficial to me when I begin my first teaching post as it has underlined the importance of always trying to develop pupil well-being as well as attainment while being conscious of other factors that may be impacting their behaviour progress and engagement. Now that I have a deeper understanding on themes such as transition, I will approach situations that I am unsure of with more care in the future. Before beginning this module, it hadn't occurred to me what an impact one negative transition could have on a learner's progress and well-being.

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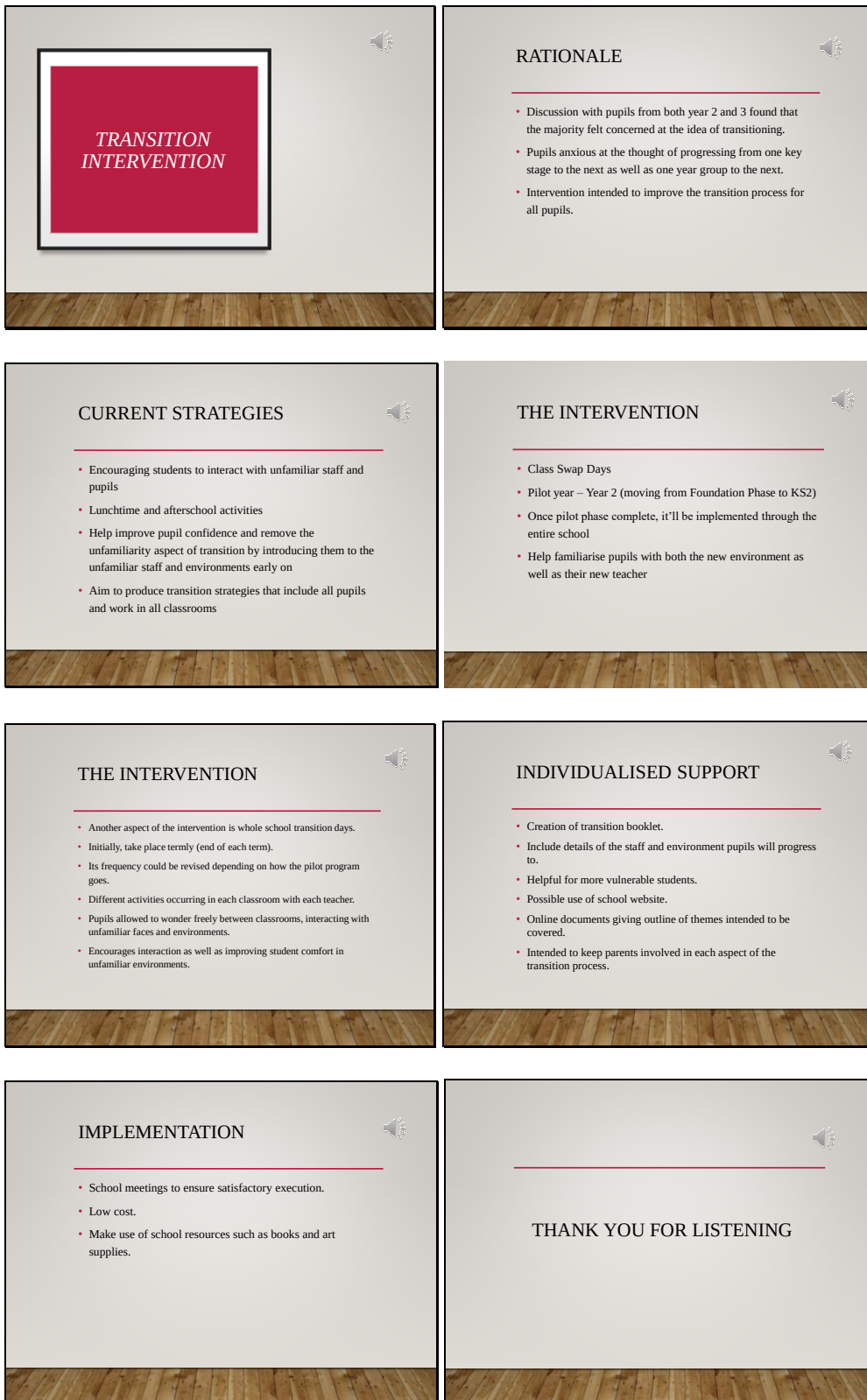
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Appendices

Appendix 1- PowerPoint slides used during presentation to governors.



TRANSITION INTERVENTION

RATIONALE

- Discussion with pupils from both year 2 and 3 found that the majority felt concerned at the idea of transitioning.
- Pupils anxious at the thought of progressing from one key stage to the next as well as one year group to the next.
- Intervention intended to improve the transition process for all pupils.

CURRENT STRATEGIES

- Encouraging students to interact with unfamiliar staff and pupils
- Lunchtime and afterschool activities
- Help improve pupil confidence and remove the unfamiliarity aspect of transition by introducing them to the unfamiliar staff and environments early on
- Aim to produce transition strategies that include all pupils and work in all classrooms

THE INTERVENTION

- Class Swap Days
- Pilot year – Year 2 (moving from Foundation Phase to KS2)
- Once pilot phase complete, it'll be implemented through the entire school
- Help familiarise pupils with both the new environment as well as their new teacher

THE INTERVENTION

- Another aspect of the intervention is whole school transition days.
- Initially, take place termly (end of each term).
- Its frequency could be revised depending on how the pilot program goes.
- Different activities occurring in each classroom with each teacher.
- Pupils allowed to wander freely between classrooms, interacting with unfamiliar faces and environments.
- Encourages interaction as well as improving student comfort in unfamiliar environments.

INDIVIDUALISED SUPPORT

- Creation of transition booklet.
- Include details of the staff and environment pupils will progress to.
- Helpful for more vulnerable students.
- Possible use of school website.
- Online documents giving outline of themes intended to be covered.
- Intended to keep parents involved in each aspect of the transition process.

IMPLEMENTATION

- School meetings to ensure satisfactory execution.
- Low cost.
- Make use of school resources such as books and art supplies.

THANK YOU FOR LISTENING