What does secondary ready mean at Bligh?

Rationale

In 2020, interviews were held with several local secondary school headteachers with the intention of finding out what their expectation of what 'Secondary Ready' looks in their context.

This fits in with the school strategy of our children being truly secondary ready children by the end of year 6. This is in line with our strong belief that this will enhance our children's life **choices** beyond primary school and ultimately into adult life.

Findings.

It is a given that secondary schools expect children to arrive at their schools in year 7 with a good level of development in reading, writing and mathematics.

Beyond this, their expectations of curriculum coverage is less clear. Procedural knowledge rather than traditional knowledge or fact recall would seem to be of greatest use and importance. In terms of content, these transferable skills have the greatest impact on a smooth transition for children. This is not to say that we don't expect depth of knowledge. We believe this is important. However, if a secondary school takes from 30 different feeder primary schools, with a range of different learning experiences, often determined by the confidence and specific skills of their primary teacher, you can understand why they have to make the assumption that children have 'never held a paint brush'.

The common themes that help children make the best transition and are most important for 'secondary ready' are those children who;

- Have had a range of different teachers in a variety of different subjects
- Are well organised and take responsibility for their own equipment and needs
- Are able to transition between different teaching styles and able to accept that teachers within the same day have varying expectations and teaching styles
- Have high expectations and pride in their work
- Have a sense of team achievement and thrive on rewards
- Have had the opportunity to lead in some sense
- Have good manners
- Are able to distinguish between bullying and silly/annoying behaviour of others
- Can stay in their seats and only move around when permission is given.
- Focus on the procedural knowledge as well as national curriculum content

School action plan

Year group focus	2023-24	Milestones	Responsibility	Impact
Year 4	There are high expectations of presentation. Children have some different teachers. Procedural knowledge is explicit in learning. Children self regulate, especially at transitions. Children have good manners. Children do not move around the classroom unless directed to do so.	Term 1 By term 6 End of year Term 1 Term 1 Term 1	Class teacher ME Class teacher and subject lead. Class teacher, ELSA lead, inclusion team. All staff Class teachers	
Year 5	Children have a range of different teachers. Children have a progress and attainment award each term, presented in assembly. House points are used effectively as rewards.	Term 6 Term 2 Term 1	ME Year group lead Class teacher	

Year 6	Children have had or will have the opportunity to lead. Children have different teachers for the core subjects and some additional curriculum areas. Children have their own equipment which they are responsible for.	End of the year Term 3 Term 3	LH ME Class teacher	