

Maesydderwen Cluster **Transition Plan** **2022-25**



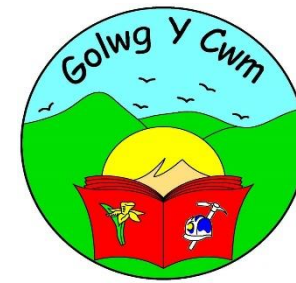
Ysgol Brotawe



Ysgol Y Cribarth

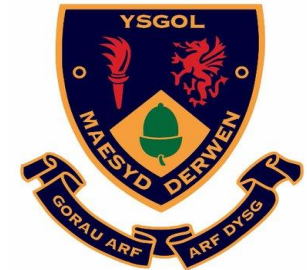


Ysgol Gymraeg Dyffryn Y Glowyr



Ysgol Golwg Y Cwm

Ysgol Maesydderwen



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Maesydderwen Cluster Transition Plan

This Transition Plan represents a joint agreement between the following schools:

**Ysgol Bro Tawe
Ysgol y Cribarth
Ysgol Gymraeg Dyffryn Y Glowyr
Ysgol Golwg y Cwm
Ysgol Maesydderwen**

This plan sets out the priorities that Maesydderwen Cluster have identified to drive standards forward across the Cluster. The plan will focus on achieving the aims of the Cluster.

Context

Transition from key stage 2 to 3 is a major priority within the cluster particularly following the impact of the recent pandemic and in light of the New Curriculum for Wales. Much work has been done to identify key areas for development in light of local & national priorities. Working together to agree common practices is a challenge when considering the individual needs of so many schools, yet major progress has been made. We all recognise the need for consistency so that pupils experience a seamless transition, which enables them to make good progress from one key stage to another. Schools can look forward to continuing to work together to develop an effective system for the continuum of learning from key stage 2 to 3.

In the Maesydderwen Cluster, we recognise that transition from primary to secondary school can be a challenging time for new pupils and their families. The transition to a new school community starts on acceptance of a place and ends when they feel settled and happy in their new environment. We hope to make this a seamless process which supports the emotional, social, academic and spiritual development of each child.

Purpose

Our agreed aims are:

- **To establish procedures for effective transition with the four primary schools and Ysgol Maesydderwen.**
- **To promote the continuity and progression in teaching and learning in light of the Curriculum for Wales.**
- **To facilitate greater staff awareness of pupil experiences as they move through the continuum of learning.**
- **To identify, safeguard and target specific support at those pupils considered to be vulnerable.**
- **To ensure the sharing of appropriate data to facilitate a seamless pathway between sectors**
- **To ensure pupils/parents/carers/families/governors are fully informed of the transfer process.**
- **To develop and promote the wellbeing and safeguarding of all pupils.**
- **To encourage discussion between sectors which informs decision making and policy development.**
- **To evaluate the impact of current sector working practices on pupil outcomes.**

The Plan sets out how we will work together to realise the above aims. It summarises aims and priorities agreed by partner schools for the period September 2022 to July 2025 and provides detailed action plans for the academic year 2022-23. Progress and next steps will be reviewed and agreed annually by our partner schools; as with the production of this plan we will seek the views of parents, carers and pupils on the approach taken (individual schools will put document on school website).

Content of the plan

This plan addresses the action that will be taken against the core requirements set out in the guidance provided by the Welsh Government.

- 1) Managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school
- 2) How continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- 3) How each individual learner's progression will be supported as they transition from primary school to secondary school
- 4) How the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- 5) Reviewing and monitoring the impact of the transition plan in respect of how it has helped:
- 6) Achieve continuity of learning
- 7) Support individual learner progression

In each case the plan identifies current and ongoing work. Where areas of improvement are identified we shall agree priorities and work together to achieve successful outcomes over the period of the plan.

Managing and Coordinating Transition

Each school has nominated its Headteacher to be the lead on transition. The Cluster Headteacher group strategically manages transition targets and meet once every half-term. Mrs Judith Hickey (Headteacher – Ysgol Golwg-Y-Cwm) and Mr Phil Grimes (Headteacher – Ysgol Maesydderwen) are the transition coordinators for the cluster.

Reviewing and monitoring the plan

The plan will be monitored on a half-termly basis by the steering group of Headteachers. Designated staff highlighted within priority area targets will monitor the plan at the times highlighted within the detail of the plan. A full review will be undertaken annually at the end of the academic year.

Monitoring and Evaluating

The cluster has a number of working parties; Curriculum for Wales, ALN, Skills and AOLE groups and other groups as necessary to support Cluster development. All groups are fully involved in monitoring and evaluating their progress.

Sharing of Information

There are robust processes in place where staff safely exchange secure data detailed information on an individual pupil's learning style and

progress. Any vulnerable pupils from our school communities are highlighted and strategies developed to ensure they have access to a safe and secure transfer to the secondary school. Cluster Schools use a variety of tracking systems to monitor and share pupil progress from class to class and across schools where appropriate.

Pastoral links

Current pastoral links are well developed. Year 6 parents and children attend the secondary school each September and again in July to enable pastoral links to be established at the start of each academic year.

There are many events held throughout the year when parents and children from each key stage can come together to experience life in the secondary school. This list is included in Appendix 1 of the plan.

Joint Curriculum Planning

As part of the development of the Curriculum for Wales the Cluster will continue to develop shared approaches to curriculum development. The Cluster will continuously evaluate the impact of curriculum initiatives and evaluate further needs. Strategic plans to address any shortcomings or address needs will be developed and implemented.

Continuity in Teaching and Learning Methods

There is a continual emphasis upon dialogue focussed upon teaching and learning methodology and pedagogy within all Cluster working parties.

Within the current plan we have prioritised several opportunities for staff across phases to view good practice in each other's classroom and this will support the aims of the cluster in achieving its aim of continuity of teaching across the cluster. It will also provide staff with a clear insight into each other's classrooms.

There is a need for continued development in Continuity in Teaching and Learning Methods and this will be a priority area for the next three years.

The schools use the expertise of each school within the cluster as and when it is required and the staff are always keen to share their skills and knowledge with a range of staff to support teaching and learning across the Cluster.

Consistency in assessment and monitoring and tracking pupils' progress against prior attainment

At the transition point, pupils' achievements in the core subjects are passed to the secondary school as well as any information relating to

special educational needs and behaviour issues.

Bridging units are used across the Cluster with assessment opportunities incorporated.

Schools within the Cluster have their own tracking procedures and the results are passed to the accepting schools to support curriculum planning and teaching and learning. Strengths and areas for development are also shared with appropriate staff.

Evaluation of the impact and improvement initiatives on standards

To achieve our ultimate aim of raising standards in all our schools it is important that targets are evaluated annually and are monitored regularly for the life of the plan. The working parties we currently have in place will contribute to the monitoring and evaluation programme. We will also seek evaluation of the programmes we introduce from the wider community.

The Cluster Headteacher Group is fully committed to reviewing and developing the plan throughout the year and giving feedback to staff in each cluster school and to the LA.

Priority Areas for 2022-25

- 1) Raising awareness of expectations across the sector to ensure consistency in:
 - Pedagogy
 - Skills
 - Planning
 - Formative assessment
- 2) A common approach to providing social & emotional support and interventions across the cluster
- 3) Develop a cluster approach to extension and challenge for MAT pupils
- 4) Ensure a consistent approach to IDP's for designated Year groups (1,3,5,&7) in readiness for the implementation of the new ALN Code

Transition Plan Detailed Actions 2022-23

What do we want to achieve?	Activity/Action	Success Criteria (Learner Outcomes)	Lead & Staff Involved	Resources & Cost	Review July 2022	Impact
<p>1. Raising awareness of expectations across the sector to ensure consistency in:</p> <ul style="list-style-type: none"> ● Pedagogy ● Skills ● Planning ● Formative assessment 	<p>AoLE leads across the sector to plan for consistency of approach in LLC and numeracy</p>	<p>Pupils 'pedagogical' experiences are similar across the cluster. Standards reflect the consistency in approach.</p>	<p>AoLE Primary schools JD - Maesydderwe n</p>	<p>Half termly meetings - cover implications</p>	<p>Termly meetings in the Autumn and Spring term for each AoLE occurred, and included the numeracy and literacy coordinator as appropriate in Spring term</p> <p>Ideas shared on common approaches to CfW design, new ideas for teaching, sharing of good practise/theme s/topics, how to include learners in the process of planning and starting with</p>	<p>Shared understanding of pedagogic al approaches to T&L in each AoLE area that work for our pupils</p> <p>Needs more focus on progressio n and assessme nt and skills next year</p>

					purpose in planning	
2. A common approach to providing social & emotional support and interventions across the cluster	<ul style="list-style-type: none"> ● Behaviour support unit in conjunction with Brynllawarch for SEBD pupils (7-11) ● TIS approach and similar underlying principles (ELSA/Incredible Years/Emotion Coaching/Nurture/ Thrive) to support pupils and families. ● Cluster wide directory of outside agency support. ● Sharing best practice across the cluster using the assessment tool for social/emotional and mental health. ● One page profile shared across the cluster to aid Transition. 	<p>Early intervention to support an increasing number of pupils with robust social and emotional skills.</p> <p>Effective planning to provide a seamless pathway for children with SEMH difficulties.</p>	<p>KLJ ALNCO's from each school. KI CMJ</p>	<p>TIS Powys Training across the cluster £1400 per person.</p>	<p>Ongoing - due to open Jan 23</p> <p>Most schools have staff trained in TIS and other identified strategies. Also accessed Kooth and Encompass Spectrum.</p> <p>One page profiles to be shared with Maesydderwen</p>	
3. Develop a cluster approach to extension and challenge for MAT pupils	<ul style="list-style-type: none"> ● Appoint designated MAT co-ordinator across the primary sector ● Develop an action plan across the sector ● Re-establish curricular links to enhance provision for MAT pupils across the cluster. E.g. French, Maths, English, Science 	<p>Accelerated progress of MAT learners towards outcomes</p>	<p>KLJ KI MAT Co-ordinators</p>	<p>Cover implications for half-termly meetings</p>	<p>This is a focus for 2022-23</p>	

	<ul style="list-style-type: none"> • Develop independent learning approaches for MAT pupils • Enhance use of sixth form students to deliver sections of the provision 					
<p>4. Ensure a consistent approach to IDP's for designated Year groups (1,3,5,&7) in readiness for the implementation of the new ALN Code</p>	<ul style="list-style-type: none"> • ALENCOs across cluster to attend relevant training • To introduce a consistent approach to one page profiles • Discuss and plan for Universal Provision • Use of TYFU for IDP writing across the cluster. 	<p>Provision is consistent for pupils across all schools through the use of TYFU. Children receiving appropriate provision to make the desired level of progress.</p>	<p>ALENCOs TH</p>	<p>Whole staff training around the new ALN bill</p> <p>Cluster ALENCO half-termly meetings</p> <p>Cluster consultation meetings with the Ed Psych</p>	<p>ALNCo group has been established. All IDP's now on TYFU.</p> <p>Ongoing target</p>	

Appendix 1: Transition Events

Event	Time of year
Year 6 Open Evening	September
Taster Day – Y5 & 6 Active Lives	September
Eisteddfod involvement <ul style="list-style-type: none"> • Participation in competitions • Attendance at Eisteddfod 	September
Visits to Primary Schools	1) Throughout the year 2) Summer Term by YMD Y7/8 Progress Leader 3) Summer Term by YMD ALNCo
Year 6 Transition Day	July
Year 6 Parents Meeting	July
School musical Where applicable: <ul style="list-style-type: none"> • Cluster schools invited to participate • Cluster schools invited to attend 	July
Sporting competitions	Throughout the year (5/60 & WRU Rugby Officer)
Newsletter	Ongoing (as/when published)