



# Cluster Schools' Transition Plan

Review Date	
Reviewed By	
Next Review	
<i>Summary of changes</i>	

Head Teacher .....

Date .....

Chair of Governors .....

Date .....

# **Cefn Saeson Comprehensive Cluster Schools' Transition Policy 2023-24**

The feeder primary schools and Cefn Saeson School have jointly drawn up this single transition plan to support transition of learners from Year 6 to Year 7.

## **Main Cluster:**

Alderman Davies Church in Wales Primary School  
Crynallt Primary  
Gnoll Primary  
Melin Primary  
Tonnau Primary

The transition process includes consultation and an effective co-operative framework outlined in the Transition Plan.

The purpose of this plan is to highlight the:

- general proposals for managing and co-ordinating the transition of learners from the feeder primary schools to Cefn Saeson school
- general proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 moving to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to Cefn Saeson Comprehensive school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to Cefn Saeson Comprehensive school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how:
  - o it has helped achieve continuity of learning
  - o it has helped support individual learner progression.

## **Our agreed aims for the transition process are as follows:**

- To promote continuity between phases
- To support all pupils in the transfer process
- To facilitate continuity in the learning experience between phases
- To provide additional support for vulnerable or pupils with additional learning needs
- To facilitate the transfer of agreed pupil information

The implementation of the above aims are based on our belief that all partners have an equal status in the educational development of the pupil and the strong partnership that exists within the cluster.

## **Timescale**

The plan sets out how the cluster will work together to achieve our aims. It will identify activities that will be undertaken specifically in 2023-24 and highlight the further areas for development or consideration from 2023 to 2026.

## **General proposals for managing and co-ordinating the transition of learners from the feeder primary schools to Cefn Saeson Comprehensive school.**

The overall management of the transition plan lies with the Headteachers of the cluster. They will meet half termly to review progress and to act as the steering group for the plan. The role of the transition and co-ordination of the plan is the responsibility of Mrs. Rachel Reed (Deputy Headteacher). This to include cluster initiatives linked to curriculum and transition arrangements and development. In addition, the cluster group will co-ordinate all interim work and finalise arrangements as the need arises.

### **Personnel: Roles and Responsibilities**

#### **Headteachers at Cefn Saeson and Cluster Primary Schools**

- To have overview of systems and liaise with all schools through the Deputy Headteacher at Cefn Saeson.

#### **Designated Transition Partner (Cefn Saeson SLT Member)**

- To attend Primary/Secondary Headteachers' meetings with Headteacher and liaise with cluster primary schools.
- To organise and co-ordinate a variety of induction events including two parents' evenings, to facilitate smooth transition of pupils from primaries to secondary school.
- To support Head of Year 7 in circulating partner and preferred placement primary schools to collect pupil information.
- To liaise with ALNCO regarding staffing needs provision of individual pupils.
- To liaise with ALNCO regarding staffing needs of Additional Learning Needs groups and support staff.

#### **Head of Year 7**

- To visit partner primary schools and meet new intake pupils.
- To visit partner primary schools and obtain information from teaching staff regarding needs of individual pupils.
- To visit partner primary schools and obtain pupil information.
- To arrange induction day for new pupils.
- To arrange parents' meeting for new intake with Deputy Headteacher.
- To arrange induction day materials for new pupils e.g. Pupil Induction Booklet.

#### **ALNCO**

- Attend review meetings of all pupils with Individual Development Plans in Year 6.
- Involvement in all of the above.

#### **Children Looked After Wellbeing Support Team**

- Final Children Looked After review meetings for pupils in Year 6 to be attended by Wellbeing Support Team.

## **General proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 and moving to Year 7**

The cluster has a long tradition of mutual support and engagement. The priorities for the next three years split into two distinct areas. The first transition through skills-based projects whilst the second will be linked to developing a shared understanding of progression within the curriculums and the associated sharing of good practice. As we review our planned curriculums, we need to be flexible in our attitude and response to these changes. In addition, the cluster will maintain its commitment to sharing individual pupil's academic and emotional well-being profiles as appropriate through the pupils' education.

## **Proposals for how the learning needs and the well-being needs of each individual learner will be supported as they transition from primary school to secondary school**

Dates for Transition visits by pupils will be agreed with Cluster Headteachers. Parents/guardians of pupils in Year 6 will visit Cefn Saeson at times to be agreed between establishments by the beginning of term of the visit e.g. 'Information Evening for Year 6 Parents'.

The ALNCo, Pupil Commissioner and Head of Year 7 will visit the Primary Schools to speak to pupils and respond to their concerns and views regarding Transition to Year 7.

Information regarding arrangements for Transition from Primary School for NPT LA will be distributed to all within the timescales to apply and appeal.

Information regarding these events will be prepared by Cefn Saeson Comprehensive and distributed by the Primary School following agreement of dates.

## **Yearly Cycle of Activities**

- Open Evening involving all Partner Primaries and wider community.
- Half termly Primary/Secondary cluster meetings with Primary Headteachers, Cefn Saeson Headteacher and Deputy Headteacher.
- New school prospectus shared with Year 6 pupils and parents as part of transition.
- Thematic half day events on rotation for pupils.
- Year 6 pupils and staff from Partner Primaries attend Cefn Saeson Comprehensive School Production.
- Progression meetings for Curriculum for Wales to develop a shared understanding of progression within and across AoLE's
- Linking of teachers within the cluster on teaching and learning projects to support the aims of the Curriculum for Wales.
- New Year 7 Parents' Evening - including sale of uniform. (End of June)
- New Year 7 Induction Day/s - pupils spend time in tutor groups; issue of pupil induction booklets. (July)

## **Additional Liaison Activities:**

- Pastoral Support visits
- Use of Science laboratories, Technology and other facilities on request
- Sport Skills Day - sharing of specialist P.E. led activities between Cefn Saeson and Partner Primaries

## **Proposals for how each individual learner's progression will be supported as they transition from primary school to Cefn Saeson Comprehensive School**

Agreed pupil information will be shared electronically with the Secondary School in June of each year.

In addition to teacher assessment information above we agree that the following information will also be passed from the Primary to the Secondary School:

- Information regarding Additional Needs/Additional Support/Special Talents.
- Pastoral information e.g. Attendance, Behaviour, Hobbies/Interests, Family Background etc.
- Information regarding Medical Needs.
- Safeguarding information and records will be shared by the Designated Safeguarding Officers for each establishment.
- The Secondary School has identified Mrs. Rachel Reed (Deputy Headteacher) as having the responsibility of receiving and disseminating that information to the relevant Teachers.
- The Primary School Headteacher is responsible for collating and sending the TA information to the Secondary School.
- Assessment information regarding the progress of the pupils during their time in Cefn Saeson will be shared where appropriate. Responsibility for this rests with the Deputy Headteacher.

### **Communicating the Learning Needs of Individual Pupils**

Information regarding pupils at risk of under-attaining will be passed to the Secondary School. Responsibility in receiving and disseminating this information rests with Mrs R. Gibbin, ALNCO. Information regarding the learning needs of individual pupils will be passed on directly to the ALNCO at the Summer Term visit or passed onto the ALNCO by the Transition Co-ordinator immediately after that visit e.g.

- Those for who English is an additional language
- Additional Learning Needs
- Pupils whose behaviour puts them at risk.

## **CEFN SAESON COMPREHENSIVE SCHOOL OVERVIEW OF TRANSITION ACROSS THE KEY STAGES AND YEAR 7 ORGANISATION**

### **Key Stage 2 and 3**

Aims:

- To ensure continued progression in skills, knowledge and experiences within the Areas of Learning and Experience
- To place pupils in mixed ability tutor groups commensurate with their primary school background
- To place pupils in teaching groups commensurate with their ability.
- To provide pupils with a secure and comfortable learning environment.

### **Bands**

- On entry into Cefn Saeson, pupils are placed in one of three ability bands.
- Each band contains teaching groups of pupils of similar ability.

- The number of teaching groups vary within the intake numbers and ability range of the year group.
- The number of pupils in top band teaching sets are generally larger than the numbers in the middle and lower middle band groups.
- Children with significant additional learning needs will follow a primary pedagogical model.

**Registration Groups**

- Mixed ability groups are used for registration and the delivery of PSHE.