

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

Name of school: Ysgol Minera

Name of school: Ysgol Bwlchgwyn

Name of school: Ysgol Penygelli

Name of school: Ysgol St Giles

Name of school: Ysgol Victoria

Name of school: Ysgol Gwenfro

Name of school: Ysgol Clywedog

Name of school: Ysgol Rhostyllen

PURPOSE

The Welsh Assembly Government's document, 'The Learning Country', makes a commitment to ensuring better transition between primary and secondary schools, in order to raise standards.

As a cluster we are committed to ensuring that the transition from Key Stages 2 to 3:

- a) maintains and builds upon the momentum established at Key Stage 2.
- b) ensures appropriately high expectations of what every student can achieve.
- c) ensures continuity and progression in the planning and delivery of the curriculum.
- d) ensures the development of literacy, numeracy, and digital literacy.
- e) continually improves the quality of teaching and learning through partnership and the sharing of good practice.
- f) ensures that pastoral links are in place to meet every student's personal and social needs.

We want our students to feel that:

- a) they are prepared for the transfer to their new school
- b) they are happy and secure in their new school
- c) they are moving on and progressing in their education
- d) their academic, personal, cultural and sporting achievements, or aptitudes, are being recognised, utilised, and maximised

The implementation of the above aims fundamentally relies upon the development of a common educational philosophy in which no one partner is any more or less important than another.

TIMEFRAME

The Plan summarises aims and priorities agreed by partner schools for the period September 2019 to July 2020

The progress made and next steps will be reviewed and agreed annually by partner schools.

We will seek the views of parents, carers and students on the approach taken. We will also work in partnership with colleagues in the local education authority.

CONTENT

The plan addresses the action that will be taken against the core requirements set out in guidance provided by the Welsh Assembly Government:

1. Managing and coordinating transition
2. Joint curriculum planning
3. Achieving continuity in teaching and learning methods.
4. Achieving consistency in assessment and monitoring and tracking students' progress against prior attainment
5. Evaluation of the impact of the policy and improvement initiatives on standards

In addition the plan sets out how we shall work together to ensure that there are effective arrangements for transition in the following areas:

6. Pastoral links to meet students' personal and social needs
7. Sharing information about students' achievements and attainments
8. Communicating the learning needs of students with additional learning needs

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

1. MANAGING AND COORDINATING TRANSITION

Action	When?	Involving who?	Success Criteria
1.1 Each partner school to nominate a member of its management team to lead on the development, implementation and evaluation of the action agreed in this plan.	Sept 2019	Head teachers (and other key staff / governors) from all schools within the cluster. Assistant Headteacher LH from Ysgol Clywedog	Membership of Cluster Group identified.
1.2 Nominees from partner schools will meet once a term to review progress, identify any further issues to be addressed and, where needed, agree appropriate action.	At least once a term	Headteachers for each Partner school. Assistant Headteacher LH	Evidenced in minutes Improvement Plans and their evaluation.
1.3 Awareness of complementary policies in relation to 'teaching and learning', 'behaviour management', -literacy, numeracy, MAT etc	Ongoing	Drawn up by the Cluster Group in consultation with staff, and implemented across all schools.	Monitoring and Evaluation of impact on standards of policies.

2. IMPLEMENTING JOINT CURRICULUM PLANNING

Action	When?	Involving who?	Success Criteria
2.1 Each partner school is to be involved in moderation of levels in core subjects – Maths, English, science and Welsh.	Annually	Ysgol Clywedog core subject departments and primary subject co ordinators.	Progression from KS2 to KS3 is successful Continuity in subjects planned carefully to avoid repetition and transition 'dip'. Sharing of successful teaching and learning methods

3. ENSURING CONTINUITY IN TEACHING AND LEARNING

Action	When?	Involving who?	Success Criteria
3.1 Ongoing programme to release staff from both Key Stage 2 and Key Stage 3 to observe practice/team teach and analyse approaches to teaching and learning.	Ongoing	Teaching staff.	Opportunities for meetings between staff.
3.2 Joint training to further continuity of teaching styles and management of learning.	Annually	Year 6 teachers and YC staff.	Continuity in the curriculum and progression of learning.
3.3 Regular visits of Primary students to YC to access facilities and equipment and aid transition.	As required	Relevant faculties.	Faculties and resources shared with feeder primary schools. Transition eased for Year 6 students.

4. ENSURING CONSISTENCY IN ASSESSMENT, MONITORING AND TRACKING

Action	When?	Involving who?	Success Criteria
4.1 Use of strategic time to focus on assessment issues.	Annually	All relevant staff.	Opportunities for discussion and assessment of student's work across KS2 and KS3 so that a common understanding of progress of standards is reached.
4.2 Joint curriculum assessment meetings to level work and create end of key stage portfolios of levelled work.	Ongoing	Core subject teachers and primary co-ordinators/teachers.	A shared understanding of NC levels and descriptors.
4.3 Forensic use of KS2 data to set targets for individual students and groups of students.	On going	Year 6 teachers and YC staff.	Continuity in the curriculum and progression of learning. Identify underachievement by individual students, by groups and in particular subjects. Plan progression in the next stage of learning.

5. EVALUATION OF THE IMPACT OF THE POLICY AND IMPROVEMENT INITIATIVES ON STANDARDS

Action	When?	Involving who?	Success Criteria
5.1 An annual review of plan to consider progress made and agree priorities for the following year including roles and responsibilities.	Annually Summer term	Cluster group in consultation with staff.	Recommendations following the review will be considered and agreed by the Headteachers of the feeder partner schools.

6. ENSURING EFFECTIVE PASTORAL LINKS TO MEET STUDENTS PERSONAL AND SOCIAL NEEDS

<u>Action</u>	<u>When?</u>	<u>Involving who?</u>	<u>Success Criteria</u>
6.1 Joint training events where possible.	As required	All relevant staff	Evaluation of training/aims of training met.
6.2 Visits from YC Headteacher, Assistant Head to talk to Year 5 and Year 6 students and answer questions about life at YC	Ongoing	Head teacher,	Students personal and social needs are addressed to reduce their concern and possible anxiety about changing schools.
6.3 Use of students from YC to talk to primary school students.	Ongoing	Cross –section of YC students.	Transition activities are appropriate to student needs.
6.4 Introductory open evening.	Annually(October)	YC staff.	Parents apply to YC.
6.5 Involve students/parents/careers in reviewing and evaluating transfer arrangements to secure continuous improvement and smooth transition.	Annually July 2020	Assistant headteacher/PM Year 7/ Year 7 parents/carers.	Parents/carers/students confidence is increased.
6.6 Three day transition to enable year 6 students to experience life in secondary school and become familiar with school environment, routines and an opportunity to ask questions.	Annually July 2020	PM of Year 7/ Form tutors/YC staff	
6.7 Pastoral programme, boost groups to help students tackle issues they might	Annually Sept 2019	PM year 7 and Year 7 Form Tutors Pupils	Evaluation.

encounter in first term/year.		Support and Youth workers.	
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7. Sharing information about students achievements, attendance and behaviour.

<u>Action</u>	<u>When?</u>	<u>Involving who?</u>	<u>Success Criteria</u>
<p>7.1 The following core of information passed onto secondary school from primary school:</p> <ul style="list-style-type: none"> ● End of KS2 levels in core subjects ● LNF test results ● Attendance records ● MAT list ● ALN information, including IEP details or statement ● Behaviour support plan where relevant ● Copies of Year 6 reports ● Any other relevant information 	<p>As required</p> <p>Annually/June</p>	<p>All relevant staff</p> <p>Primary head teacher, Director of Year 7, ALNCO</p>	<p>Evaluation of training/aims of training met.</p> <p>Data provided in an accessible format to relevant staff. Students personal and social needs are addressed to reduce their concern and possible anxiety about changing schools.</p>
<p>7.2 Provide feedback on the progress of Year 7 students to relevant feeder primary schools.</p>	<p>Autumn term/Summer term</p>	<p>Director of Year 7</p>	<p>Primary staff are informed.</p>

8. Communicating the learning needs of students with additional learning needs

<u>Action</u>	<u>When?</u>	<u>Involving who?</u>	<u>Success Criteria</u>
8.1 Joint reviews of Year 6 students with ALN including MAT.	Annually	All relevant staff/ALNCO/ Mat coordinator	Particular students or groups of students access appropriate intervention programme in Year 7.
8.2 Regular meetings to review the progress of students with ALN and plan provision in Year 7.	Bi - annually	ALNCO	Needs of ALN students including MAT are met.
8.3 Additional familiarisation days for individuals or groups of students with ALN.	Ongoing	ALNCO/PM of Year 7/tutors/subject teachers.	Students have a smooth transition.
8.4 Transfer of IEP with relevant staff.	Ongoing	ALNCO/YC staff.	All teachers are aware of specific needs of individual students and plan accordingly.