



TRANSITION PLAN CCYD CLUSTER

2022 – 2025

(Reviewed 2023)

TRANSITION PLAN: CCYD CLUSTER 2022 - 2025

Transition Co-ordinator: Gareth Pope, Deputy Headteacher, Coleg Cymunedol Y Dderwen

Cluster Co-ordinator: Richard Bailey, Headteacher, Bryncethin Primary School

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

- Coleg Cymunedol Y Dderwen
- Abercerdin Primary School
- Nantymoel Primary School
- Ogmere Vale Primary School
- Tyn Yr Heol Primary School
- Ffaldau Primary School
- Blaengarw Primary School
- Betws Primary School
- Tondur Primary School
- Brynmenyn Primary School
- Bryncethin Primary School

Purpose

Our agreed aims are:

- proposals generally for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school
- to demonstrate 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
- to demonstrate how each individual learner's progression will be supported as they transition from primary school to secondary 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 secondary school
- to review and monitor the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

Timeframe

This plan sets out how we will work together to achieve the aims outlined. It summarises aims and priorities agreed by the partner schools for the period September 2022 to July 2025 and provides detailed action plans for the academic year 2022.

The progress made towards achieving the aims of the plan will be reviewed and agreed annually by all partner schools, the first review to be completed by July 2023

Publication date: September 2022 (reviewed '23)

Three Year Overview of Development September 2022 – July 2025

	Year 1	Year 2	Year 3
1. Managing and co-ordinating the transition of learners	Transition Calendar strategically planned in collaboration with cluster colleagues to ensure a range of learning, pastoral and wellbeing activities are well planned and resourced.	Transition Calendar strategically planned in collaboration with cluster colleagues to ensure a range of learning, pastoral and wellbeing activities are well planned and resourced.	Transition Calendar strategically planned in collaboration with cluster colleagues to ensure a range of learning, pastoral and wellbeing activities are well planned and resourced.
2. Continuity of learning	Establish AOLE meetings with all cluster schools and AOLE leads.	AOLE meetings continue with all cluster schools and AOLE leads. <i>Cluster INSET day planned for the Autumn term.</i>	AOLE meetings continue with all cluster schools and AOLE leads. Start planning for the CfW GCSE examinations.
3. Supporting individual learner's progression	Ensure provision is in place so all learners can make progress in the curriculum	Continue to evaluate and review provision so all learners can make progress in the curriculum and	Continue to evaluate and review provision so all learners can make progress in the curriculum and

	and progression is tracked and monitored effectively.	progression is tracked and monitored effectively.	progression is tracked and monitored effectively.
4. Supporting the learning needs and well-being of each individual learner	Ensure all learners are fully supported with their individual learning and wellbeing needs.	Continue to ensure all learners are fully supported with their individual learning and wellbeing needs.	Evaluate and refine processes to ensure all learners are fully supported with their individual learning and wellbeing needs.
5. Reviewing and monitoring the impact of the transition plan	Ensure all aspects of the cluster plan and transition calendar are evaluated for effectiveness and impact.	Ensure all aspects of the cluster plan and transition calendar are evaluated for effectiveness and impact. Make changes where appropriate.	Ensure all aspects of the cluster plan and transition calendar are evaluated for effectiveness and impact. Make changes where appropriate.

Priority 1	Managing and co-ordinating the transition of learners.			
Target	<i>Continue with the full program of transition across the year to include face to face meetings and events for learners, staff and parents/carers.</i>			
Strategically planned tasks	Success criteria (including impact on pupils)	Personnel involved	Timescale	Budget/resources
<p>Transition Calendar strategically planned in collaboration to ensure a range of learning, pastoral and wellbeing activities are well planned and resourced</p> <p>Key staff in place to support the transition of all learners with a particular focus on the transition of vulnerable learners</p>	<p>Calendar of activities in place.</p> <p>Improved transition activities for all learners with a focus on vulnerable learners <i>to include efsm learners.</i></p> <p>Successful transition for all learners.</p> <p>Plan of activities is undertaken and evaluated.</p>	<p>HT's DHT ET CJ AS</p>	<p>Sept - July</p>	<p>School budget</p> <p><i>CLA PDG funding</i></p>
Monitoring: who, how, when of task completion	HT's, DHT, ET, CJ, AS – July			
Evaluation: who, how, when against success criteria	<p>HT's, DHT, ET, CJ, AS – Ongoing evaluation, summative in July.</p> <p>Discussion at HT monthly meetings.</p> <p><i>CLA PDG documentation.</i></p>			

Priority 2	Continuity of learning			
Target	To ensure the smooth transition and continuity of learning within the curriculum.			
Strategically planned tasks	Success criteria (including impact on pupils)	Personnel involved	Timescale	Budget/resources
<p>Formal AOLE planning meetings will take place twice for each of the 6 AOLE's with a focus on establishing;</p> <ul style="list-style-type: none"> • Cluster Curriculum vision • Cluster AOLE vision • Curriculum expectations • Key areas of learning and experiences • <i>Common knowledge, skills and experiences.</i> • Common vocabulary • Common assessment language <p>Develop in collaboration a transition unit in line with the AOLEs and CfW.</p>	<p>Clear and shared cluster curriculum vision in place.</p> <p>Clear and shared visions for each AOLE in place.</p> <p>Clear understanding of common vocabulary.</p> <p>Clear expectations of learners' experiences from KS2 to KS3.</p> <p>Common assessment language used across the cluster schools.</p> <p>Cluster transition unit in place and delivered across all schools.</p>	<p>HT's</p> <p>DHT</p> <p>AOLE leads - all schools</p>	Sept - July	School budgets (Cover costs) (books)
Monitoring: who, how, when of task completion	HT's DHT AHT AOLE Leads – Ongoing.			
Evaluation: who, how, when against success criteria	HT's DHT AHT AOLE Leads – July.			

Priority 3	Supporting individual learner's progression.			
Target	Ensure provision is in place so all learners can make progress in the Curriculum for Wales and progression is tracked and monitored effectively.			
Strategically planned tasks	Success criteria (including impact on pupils)	Personnel involved	Timescale	Budget/resources
<p>Formal AOLE planning meetings will take place twice for each of the 6 AOLE's with a focus on establishing shared progression maps.</p> <p>Undertake CAT tests early in year 6 to identify cognitive ability and use the data to facilitate strategic planning for learner progression.</p> <p><i>Refine attendance procedures and work on consistent approach to absenteeism.</i></p>	<p>Transition meetings between primary and secondary staff. Cluster progression maps are in created collaboratively and are in place.</p> <p>CAT test data shared with all cluster schools and used to inform curriculum planning.</p> <p>Transition activities are completed as per the plan to aid learner progression.</p> <p>Agreed statements of progression.</p> <p><i>Collaborative attendance policy and procedures. Improved learner attendance.</i></p>	<p>HT's DHT Yr6 teachers ET CJ</p> <p><i>HT's DHT EWS</i></p>	<p>Sept – July</p> <p><i>Sept - Dec</i></p>	<p>CCYD school Budget (Cover costs) (CAT testing)</p> <p><i>School budget</i></p>
Monitoring: who, how, when of task completion	HT's DHT AOLE Leads – Ongoing.			
Evaluation: who, how, when against success criteria	HT's DHT AOLE Leads – Ongoing.			

Priority 4	Supporting the learning needs and well-being of each individual learner.			
Target	Ensure all learners are fully supported with their individual learning and well-being needs.			
Strategically planned tasks	Success criteria (including impact on pupils)	Personnel involved	Timescale	Budget/resources
<p>Undertake the Cluster Vulnerability Assessment Profile (VAP) with all schools twice across the year</p> <p>Undertake a learner wellbeing survey with all learners across the cluster</p> <p>Key staff to participate in ALN reviews and ensure key safeguarding information is discussed and shared prior to transition.</p> <p>Collect a range of learner data from primary colleagues and share with staff at CCYD</p>	<p>Clear understanding of individual learner needs and cohort data to ensure strategic planning to best support learners in the transition process.</p> <p>All learners complete a well-being survey and appropriate follow up actions completed.</p> <p>Clear understanding of ALN learner needs and those who are open to children's services so we can best support their integration into mainstream school.</p> <p>Ensure staff are CCYD are fully prepared and plan appropriately for the new cohort.</p>	<p>All HT's Year 6 Teachers ET/CJ</p> <p>All HT's Cluster ALNco's & DSL's Year 6 Teachers ET/CJ/NE</p>	<p>Nov May</p> <p>Jan - July</p> <p>Jan – July</p>	School budget
Monitoring: who, how, when of task completion	HT's, ALNco, Transition coordinator, Transition PSO, DSL's Via data collection spreadsheet and learner overviews.			
Evaluation: who, how, when against success criteria	HT's, ALNco, Transition coordinator, Transition PSO, DSL's Via data collection spreadsheet and learner overviews.			

Priority 5	Reviewing and monitoring the impact of the transition plan			
Target	Ensure all aspects of the cluster plan and transition calendar are evaluated for effectiveness and impact			
Strategically planned tasks	Success criteria (including impact on pupils)	Personnel involved	Timescale	Budget/resources
Monthly Headteacher/Senior Leadership meetings are calendared with agendas and minutes circulated	Improved communication across the cluster	All HT's DHT-CCYD	Sept – July	School budget
Annual review of all cluster events to ensure effectiveness and impact	Improved cluster transition	All HT's DHT-CCYD	Sept – July	n/a
Annual review of the CLA/PDG expenditure	Effective use of CLA/PDG expenditure to meet criteria set out in the CLA/PDG plan.	All HT's DHT-CCYD	Sept - July	CLA/PDG allocation
Monitoring: who, how, when of task completion	Monthly meetings and discussions HT's DHT CCYD – CLA PDG plan			
Evaluation: who, how, when against success criteria	Monthly meetings and discussions HT's DHT CCYD – CLA PDG plan and evaluation			