



CHURCH IN WALES  
PRIMARY SCHOOL

# ***Bryntirion Cluster*** **Transition Plan**

***Bryntirion Comprehensive School***

***Bryntirion Infants School***

***Cefn Glas Infants School***

***Llangewydd Junior School***

***Maes yr Haul Primary School***

***Penyfai Church in Wales School***

***Trelales Primary School***

***Ysgol Bryn Castell***

## **Contents**

- 1. Partner schools**
- 2. Aims and Objectives of the Cluster**
- 3. Content of the Plan**
- 4. Annual Review and securing quality**
- 5. Transition Co-ordinators**
- 6. Managing & Co-ordinating Transition”.**
- 7. Joint Curriculum Planning**
- 8. Teaching and Learning**
- 9. Progression**
- 10. Priority areas for 2022.23**

## **Bryntirion Cluster Transition Plan**

### **1. Partner Schools**

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

**Bryntirion Comprehensive School  
Bryntirion Infants School  
Cefn Glas Infants School  
Llangwydd Junior School  
Maes yr Haul Primary School  
Penyfai Church in Wales Primary School  
Trelales Primary School  
Ysgol Bryn Castell**

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

### **2. Aims and Objectives**

Our agreed aims are:

- **To meet the 4 purposes of the Curriculum for Wales**
- **To enable secure progression in all schools**
- **To secure high quality teaching and learning in all Cluster schools**
- **To identify and target support at vulnerable pupils, and ensure equity and secure wellbeing**
- **To share good practice across all phases within the cluster**
- **To promote the continuity of education on transitions between schools**
- **To ensure that appropriate pupil data is transferred and used to enable all pupils to make appropriate progress**
- **To ensure that parents/careers are fully informed of the transfer process**
- **To share expertise and resources**
- **To realise the benefits from shared training and acquisition of knowledge and skills.**

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 2023. We understand that the core purpose of the plan is to support and improve links between secondary schools and feeder primary schools with a specific focus on working together to support coherent learner progression, support the overall needs and well-being of the learner and ensure appropriate pace and challenge in a school's approach to progression when developing their curriculum and assessment arrangements.

Under the [2022 Transition Regulations](#) governing bodies of maintained secondary schools and feeder primary schools must jointly draw up a single transition plan to support transition of learners from Year 6 to Year 7. Provision for individual feeder primary schools within the plan can be different, but there must only be a single plan held by the secondary school.

### **3. Content of the plan**

Under the [2022 Transition Regulations](#) transition plans must cover the following:

- proposals generally for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school
- proposals generally for 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
- proposals for 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
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
  - achieve continuity of learning
  - support individual learner progression

### **4. Annual Review**

The steering group meets each half term to review progress, identify further issues to be addressed and agree any necessary actions. An annual review of progress takes place in June and considers the progress made and agrees priorities for the following year including roles and responsibilities. The plan will be monitored on a half-termly monthly 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. The cluster has a number of working parties; Headteachers, Curriculum Reform, ALN

and Curriculum Cymraeg groups, and other groups as necessary to support Cluster development. All groups are fully involved in monitoring and evaluating their progress.

To achieve our ultimate aim of raising standards in all our schools it is important that targets are evaluated annually and are monitored monthly for the life of the plan. The working parties and forums 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. Communication is very important so there is a line management structure for managing the plan. ALN and Curriculum Reform working groups feed into Heads forum. The HT forum is fully committed to reviewing and developing the plan throughout the year and giving feed back to staff in each cluster school and to the LA.

## **5. Transition Coordinators**

The Transition Coordinators and they will advise on:

- Monitoring progress made against key improvement areas
- Ensure regular opportunities exist to include parents/carers and pupils in feedback
- Ensure links with Bridgend LA
- Advise on any action to meet the requirements set out in the WG guidance with regard to review and publication of the plan
- Provide the LA with regular feedback on the current good practice that exists within the Cluster

## **6. 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. These processes are in line with a common understanding of the definition of progression in the Curriculum for Wales.

## **7. Securing Wellbeing in Transition**

Current pastoral links are well developed. Year 5 and 6 parents and children attend the secondary school each October to enable pastoral links to be established at the start of each academic year. There are many pastoral 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.

## **8. Joint Curriculum Planning**

In light of the Donaldson Report ('Successful Futures') and in-line with WG changes to the curriculum, the Cluster will continue to work together to continue to deliver a common curriculum across the Cluster of Schools. The focus of curriculum planning in 2022.23 will be the development of core and integral skills, and building a common understanding within the Cluster of progression in knowledge, understanding and skill (within and across all areas of learning and experience.) A common INSET day is planned for Friday 17<sup>th</sup> February 2023.

## **9. Teaching and Learning Methods**

There is a continual emphasis upon dialogue focused upon teaching and learning methodology and pedagogy within all Cluster working parties. Within the current plan we have prioritised 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 2022.23. As a Cluster we often share existing resources such as the Bryntirion Comprehensive School sports hall. Bryntirion Comprehensive School also offers a comprehensive transition package for year 6 pupils every year [See Appendix 1].

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.

## **10. Progression and assessment**

At the transition point, pupils' achievements in the core subjects are passed to the secondary school as well as any information relating to additional learning needs and behaviour issues. Bridging units are used across the Cluster with assessment opportunities incorporated. These are currently focused on literacy and numeracy skills 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.

## **11. Priority Areas for the current year 2022/23**

- ***To establish clear proposals for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school***
- ***To establish the ways in which 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 establish clear protocols for how each individual learner’s progression will be supported as they transition from primary school to secondary school***
- ***To establish clear protocols 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 establish clear protocols for reviewing and monitoring the impact of the transition plan in respect of how it has helped:***
  - ***achieve continuity of learning***
  - ***support individual learner progression***

| <b>Priority 1: <i>To establish clear proposals for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school</i></b>   |  |   |  |                          |   |
|--|--|---|--|--------------------------|---|
| <b>Strategically planned tasks:</b>  | <b>Success Criteria:</b>   | <b>Personnel involved</b>   | <b>Timescale:</b>                          | <b>Budget resources:</b> | <b>Evaluation</b>   |
| <ol style="list-style-type: none"> <li>1. There is a named person in each school responsible for Curriculum for Wales data sharing with Bryntirion Comprehensive School.</li> <li>2. Agree a means of sharing progress data between partner primaries and Bryntirion Comprehensive School.</li> <li>3. Agree the content of information to be shared with Bryntirion Comprehensive School.</li> <li>4. Establish a common transfer form</li> </ol> | <ul style="list-style-type: none"> <li>• Establish clear practical processes for student transfer to include a commonly agreed procedure for transferring Curriculum for Wales learning progress, and wellbeing information for all individual students</li> </ul> | <p>Lee Allinson – Assistant HT at Bryntirion Comprehensive School.<br/>Named personnel at primary schools tbc</p> | <p>Autumn Term 2022 – Summer Term 2023</p> |                          | <p>AM / KS / NC / MS to decide on a time to complete testing.</p> |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p>which incorporates all the relevant data required for students that are transferring from Year 6 to Bryntirion Comprehensive School.</p> <p>5. All information shared by June 23<sup>rd</sup> 2023</p> <p>6. CATs Data is used to inform planning, setting of pupils and set individual targets for pupils in Year 7</p> | <ul style="list-style-type: none"> <li>• Common information date transferred by agreed date.</li> <li>• There is a more streamlined, accurate and consistent means of data transfer from primary to secondary school.</li> </ul> |  |  |  |  |
|---|--|--|--|--|--|

**Budget implications for this priority area:**

**Lead Teachers: Lee Allinson**

**Priority 2: *To establish the ways in which continuity of learning will be achieved through curriculum design, and planning for learning and teaching for learners in Year 6 transitioning to Year 7***

| <b>Strategically planned tasks</b>  | <b>Success Criteria</b>  | <b>Personnel involved</b>                          | <b>Timescale:</b>  | <b>Budget resources</b>   | <b>Evaluation</b> |
|---|--|--|--|---|-------------------|
| <ol style="list-style-type: none"> <li>1. All schools participate in core calendared subject/AoLE link meetings to discuss approaches to curriculum design and pedagogy with initial focus on Humanities.</li> <li>2. All schools participate in joint CPD event on Friday 17<sup>th</sup> 2023, focusing on common pedagogical approaches.</li> <li>3. AHT Bryntirion, shares approach to 'Language of Learning' with primary colleagues.</li> <li>4. Year 6 literacy and numeracy activity completed by all pupils transferring to Bryntirion.</li> </ol> | <ul style="list-style-type: none"> <li>• Work towards a common approach/understanding to/of classroom pedagogy to include creative approaches for the implementation of Curriculum for Wales<br/>There is sharing of good practice in classroom pedagogy, which leads to an improvement in standards</li> <li>• Planned activity helps to exemplify pupils' literacy and numeracy skills, in advance of transition.</li> </ul> | <p>AJ and AoLE humanities leads at all schools</p> | <p>Autumn, Spring and Summer Terms</p> <p>Humanities meeting – INSET for Leads on Feb 10<sup>th</sup> 2023</p> | <p>Collaboration grant</p> <p>1 day release for all leaders for one day</p> |                   |



|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>There is greater continuity of learning and progress between Yr 6 and Yr 7 in core skills</li> </ul> |  |  |  |  |
| <b>Budgetary implications of this priority area:</b> - Cover costs tbc |   |  |  |  |  |

|  |   |                           |                              |                          |                   |
|--|---|---------------------------|------------------------------|--------------------------|-------------------|
| <b>Priority 3: <i>To establish a common, shared understanding of 'progression' in order to secure clear protocols for how each individual learner's progression will be supported as they transition from primary school to secondary school.</i></b>  |   |                           |                              |                          |                   |
| <b>Strategically planned tasks:</b>  | <b>Success Criteria:</b>  | <b>Personnel involved</b> | <b>Timescale:</b>            | <b>Budget resources:</b> | <b>Evaluation</b> |
| Primary & secondary school leads meet regularly throughout the year to refine assessment, monitoring, and reporting process.<br>Agree plan to understand progression within the progression steps 2, 3 and 4.<br>The staff membership and dates for the consortium Curriculum for Wales working group to be agreed and shared. | Work towards the establishment of a common approach to assessment, monitoring and reporting across all partner primary to Bryntirion.   | Lead teachers - tba       | Autumn Term                  | Cover                    |                   |
| Support all pupils in Years 6 & 7 to describe and explain (to their parents) the 'progress' they have made in development of their knowledge, understanding and skills   | All pupils participate in a range of activities (locally determined) which enable them to 'show' the and 'explain' the progress they have made in the development of skills and knowledge/understanding | Year 6 & 7 teachers       | Spring and Summer Terms 2023 | Cover                    |                   |
|  |   |                           |                              |                          |                   |
| <b>Budget implications for this priority area: Cover</b>   |   |                           |                              |                          |                   |
|  |   |                           |                              |                          |                   |





**Priority 5: To establish clear protocols for reviewing and monitoring the impact of the transition plan in respect of how it has helped:**


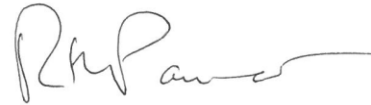











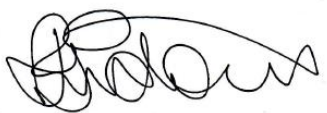
- **achieve continuity of learning**
- **support individual learner progression**

| <b>Strategically planned tasks</b>  | <b>Success criteria</b>   | <b>Personnel involved</b> | <b>Timescale</b>           | <b>Budget resources</b> | <b>Evaluation</b>   |
|---|---|---------------------------|----------------------------|-------------------------|---|
| 1. This transition plan is evaluated regularly (half-termly) by a named member of each school and is discussed at a Cluster Heads meeting | A half-termly evaluation of the transition plan ensures any concerns are identified and addressed<br><br>The transition plan is a live document that is regularly reviewed and updated to ensure progress is made | Cluster Heads             | September 2022 – June 2023 | Cover                   |   |
| 2. Student voice on the transition experience is gathered after the official transition day in the summer term 2022/23                    | Student voice has a meaningful contribution to the evaluation process, and affirms general positivity, Student voice influences future transition planning and experiences  | Katie Poole               | June 2023                  | Use of forms            |   |
| 3. Family voice on the transition experience is gathered after the official transition day in the summer term 2022/23                     | Parent/family voice have a meaningful contribution to the evaluation process, and affirms general positivity Student voice influences future transition planning and experiences                                  | Katie Poole               | June 2023                  | Use of forms            | KP to complete surveys and share findings in next meeting. All to bring examples of reports to discuss and share ideas. |

**Budget implications for this priority area:**

**Lead Teachers:**

This transition plan is agreed on behalf of the Governing Bodies of our partner schools by the following;

|   | Signature   | Name             | Position    | School                          |
|---|---|------------------|-------------|---------------------------------|
|    |    | Ravi Pawat       | Headteacher | Bryntirion Comprehensive School |
|    |   | Katrina Pryce    | Headteacher | Bryntirion Infants School       |
|    |   | Sara Johns       | Headteacher | Cefn Glas Infants               |
|    |    | Neil Clode       | Headteacher | Llangewydd Junior School        |
|    |    | Mike Street      | Headteacher | Pen Y Fai Primary School        |
|   |   | Kevin Stroud     | Headteacher | Maes yr Haul Primary School     |
|  |  | Anthony Morrison | Headteacher | Trelales Primary School         |
|  |  | Helen Ridout     | Headteacher | Ysgol Bryn Castell              |

## Appendix 1: Transition Events

| Event  | Time of year   |
|--|--|
| Open Evening   | October  |
| Science Taster Day   | February   |
| Cymanfa Ganu   | March  |
| Transition Day   | June   |
| Year 6 Parents Meeting   | June   |
| Mini-Olympics  | July   |
| MAT events   | November, Feb and March  |
| School musical   | Morning show; all Cluster Schools are invited to attend – April 2023 |
| Visits to Primary Schools  | Throughout the year<br>June/July                                     |
| Eisteddfod involvement <ul style="list-style-type: none"> <li>• Participation in competitions</li> <li>• Attendance at Eisteddfod</li> </ul> | March 2023   |
| Newsletter   | Ongoing (as/when published)  |



## Appendix 1: Transition Events

| <b>Event</b>  | <b>Time of year</b>                                     |
|---|---|
| Open Evening  | October   |
| Science Taster Day  | February  |
| Cymanfa Ganu  | March   |
| Transition Days   | June  |
| Year 6 Parents Meeting  | June  |
| Mini-Olympics   | July 2023   |
| MAT events  | November, Feb and March                                 |
| School musical  | Morning show; all Cluster Schools are invited to attend |
| Visits to Primary Schools   | Throughout the year<br>June/July                        |
| Eisteddfod involvement <ul style="list-style-type: none"><li>• Participation in competitions</li><li>• Attendance at Eisteddfod</li></ul> | March   |
| Newsletter  | Ongoing (as/when published)                             |