



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

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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 a shared understanding of 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 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 2024 to July 2025. 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 between schools. Provision for individual 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 infant/primary schools to the primary/secondary school
 - proposals generally for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners transitioning between schools
 - proposals for how each individual learner's progression will be supported as they transition between schools
 - proposals for how the learning needs and the well-being of each individual learner will be supported as they transition between schools
- 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 of headteachers meets each half term to review progress, identify further issues to be addressed and agree any necessary actions. The Deputies Group has an important role in making priorities operational. 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, DHT, 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. Sharing of Information

There are robust processes in place where staff safely exchange secure data detailing information on an individual pupil's learning, well-being 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 from school to 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.

6. 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.

7. 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 focusing on a shared understanding of progression.

8. Teaching and Learning Methods

There is an emphasis upon dialogue focused upon teaching and learning methodology and pedagogy within all Cluster working parties. There is a need for continued development in Continuity in Teaching and Learning Methods (in relation to 'making progress visible.') Bryntirion

Comprehensive School also offers a comprehensive transition package for year 6 pupils every year. 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.

9. Progression and assessment

At the transition point, pupils' achievements/progression are passed to the primary/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. Strengths and areas for development are also shared with appropriate staff.

10. Priority Areas for the current year 2024.25

Priority 1: *To maintain a common, shared understanding of 'progression' to ensure individual learner's progression will be supported as they transition from infant/primary school to primary/secondary school.*

Priority 2: *To further develop protocols for managing and co-ordinating the transition of learners' data from the feeder infant/primary schools to the primary/secondary school, including active participation of learners*

Priority 3: *To establish the ways in which continuity of learning will be achieved through curriculum design, and planning for learning and teaching for learners transitioning between settings.*

Priority 1: To maintain a common, shared understanding of 'progression' to ensure individual learner's progression will be supported as they transition from infant/primary school to primary/secondary school.

Strategically planned tasks:	Success Criteria:	Personnel involved	Timescale:	Budget resources:	Evaluation
<ol style="list-style-type: none"> 1. DHT group to agree and publish dates for AOLE meetings 2. DHT group to identify key personnel for each AOLE 3. AOLE meetings held to discuss progression 4. AOLE meetings used to share learners work to check for pace of progression 5. Review AOLE progression maps 	<ul style="list-style-type: none"> • ALOE progression maps are used to ensure 'non-negotiables' are covered • ALOE meetings used to check for pace of progression • Secondary school uses work form ALOE meetings, including pace of progression, to plan year7 curriculum for 2025 	<p>The DHT group</p> <p>Identified staff for each AoLE from each school</p>	<p>September 2024 to June 2025</p>		

Budget implications for this priority area:

Cover 5 days (1 each for LLC, Maths, SciTech & Humanities and ½ a day for H&WB and Expressive Arts)

Note: Maths INSET at Maes yr Haul 4th November with focus on PCA and proficiencies. Staff from other schools welcome at no cost

Priority 2: To further develop protocols for managing and co-ordinating the transition of learners' data from the feeder infant/primary schools to the primary/secondary school, including active participation of learners

Strategically planned tasks:	Success Criteria:	Personnel involved	Timescale:	Budget resources:	Evaluation
<ol style="list-style-type: none"> 1. There is a named person in each school responsible for data sharing between settings. 2. Further develop cluster 'TEAM' for data transfer, establishing a common transfer process that incorporates all the relevant data required for students that are transferring between schools 3. Agree the content and timing of information to be shared between settings. 4. Introduce NGRT testing for reading ages on transition 5. Develop learner portfolios, using Hwb platform, to support learners to be active participants in the transition process (one page profiles/my successes) 6. Make use of transition events, e.g. mini-Olympics/CAT4 testing, to share information across settings 	<ul style="list-style-type: none"> • Common information data transferred by agreed date. • There is a more streamlined, accurate and consistent means of data transfer from school to school. • Learners' active participants in transition process 	<p>Lee Allinson – Assistant HT at Bryntirion Comprehensive School.</p> <p>Named personnel at infant/primary schools</p>	<p>Autumn Term 2024 – Summer Term 2025</p>		

Budget implications for this priority area: Cover for meetings, Bryntirion Comp to pay for CAT4 full licence

Lead Teachers: Lee Allinson

Priority 3: 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 2/Year 6 transitioning to Year 3/Year 7.

Strategically planned tasks	Success Criteria	Personnel involved	Timescale:	Budget resources	Evaluation
<ol style="list-style-type: none"> 1. All schools have a joint closure day focusing on common pedagogical approaches (Shirly Clarke) 2. AHT Bryntirion, shares approach to 'Language of Learning' with primary colleagues and works with Llangewydd on developing language for learning. 3. Year 6 common activity completed by all pupils transferring to Bryntirion making use of the Microsoft 365 within Hwb. 4. Year 2 transition project between Bryntirion & Cefn Glas infants and Llangewydd 5. Support all pupils to describe and explain the 'progress' they have made in development of their knowledge, understanding and skills 6. AHT at Bryntirion to describe work being started on developing Learner Effectiveness and work with a primary (Maes yr Haul) to develop this during transition 	<ul style="list-style-type: none"> • Work towards a common approach/understanding to/of classroom pedagogy There is sharing of good practice in classroom pedagogy, which leads to an improvement in standards • Planned activity helps to exemplify pupils' skills, through transition. • There is greater continuity of learning and progress between Yr schools • 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 	DHTs Mark Vaughan (AHT at Bryntirion CS)	Autumn, Spring and Summer Terms	Collaboration grant 1 day release for all leaders for one day	

Budgetary implications of this priority area: - Schools to pay contribution to Shirly Clarke fee, Cover costs tbc

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

	Signature	Name	Position	School
		Ravi Pawar	Headteacher	Bryntirion Comprehensive School
		Lisa Hearn	Acting Headteacher	Bryntirion Infants School
		Kathryn Wood	Headteacher	Cefn Glas Infants
		Kirsta Green	Headteacher	Llangewydd Junior School
		Mike Street	Headteacher	Pen Y Fai Primary School
		Kevin Stroud	Headteacher	Maes yr Haul Primary School
		Damon Gibson	Headteacher	Trelales Primary School
		Helen Ridout	Headteacher	Ysgol Bryn Castell

Appendix 1: Transition Events

Event	Time of year
Open Evening	October 3rd
NGRT testing	
Transition Day	June 30th
Year 6 Parents Meeting	June 30th
Mini-Olympics	May 2nd
Cat4 testing	20th and 27th June
School musical	Morning show; all Cluster Schools are invited to attend – 3rd or 4th April
Visits to Primary Schools	Throughout the year June/July
Eisteddfod involvement <ul style="list-style-type: none"> • Participation in competitions • Attendance at Eisteddfod 	July 15th
Newsletter	Ongoing (as/when published)

