

# **MOUNTAIN ASH CLUSTER TRANSITION PLAN 2024-25**



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## **Partner Schools**

This transition plan represents a joint agreement between the following schools:

- Mountain Ash Comprehensive School (MACS)
- Abercynon Community Primary School
- Caegarw Primary School
- Darrenlas Primary School
- Glenboi Community Primary School
- Miskin Primary School
- Pengeulan Primary School
- Penrhiwceibr Primary School
- Ynysboeth Community Primary School
- Perthcelyn Community Primary School

## **Transition Plan Priorities/Arrangements**

The plan sets out the priorities that the Mountain Ash Cluster has identified to drive standards forward across the cluster and aims to ensure effective transition for all learners from primary to secondary school. The transition plan incorporates arrangements for:

- managing and co-ordinating the transition of learners from the cluster primary schools to Mountain Ash Comprehensive School
- ensuring continuity of learning is achieved through curriculum design and planning for learning and teaching for learners in Year 6 moving to Year
- supporting each individual learner's progression as they transition from primary to secondary school
- supporting the learning needs and the wellbeing of each individual learner as they transition from primary to secondary school
- reviewing and monitoring the impact of the transition plan in respect of how:
  - it has helped achieved continuity of learning
  - it has helped support individual learner progression

## **Co-ordinating the Transition of Learners from Cluster Primary Schools to MACS**

The transition of learners from the cluster primary schools to MACS is co-ordinated via:

- Regular meetings of Head Teachers
- Regular visits to cluster primary schools by the MACS Head of Lower School/Assistant Headteacher (responsible for transition)
- Sharing of good practice and pedagogy via Cluster INSET days and other curriculum-related meetings and events
- Sharing of pupil data and assessment information
- Sharing of information relating to the individual needs and wellbeing of pupils
- A range of learner visits and activities

Our Cluster transition programme begins in Year 5:

- The MACS Head of Lower School/Assistant Headteacher visits cluster primary schools throughout the year to get to know Year 5 pupils.
- In February, all Year 5 learners participate in a “STEM” day at MACS. Each learner takes part in a Design Technology challenge, a practical Science experiment and a Maths Challenge.

For Year 6 Learners:

- An annual Open Evening is held at MACS in the Autumn term, where prospective learners and parents have the opportunity to meet key staff, tour the school, observe demonstrations and receive curriculum information pertinent to Year 7
- In September, all Year 6 learners are invited to take part in a Health and Wellbeing Day at MACS.
- During the school year, the MACS Head of Lower School/Assistant Headteacher delivers presentations at each cluster school to prepare pupils and their parents for transition to MACS. There are also opportunities for learners to take part in taster lessons in some AoLEs.
- In October admissions forms to be completed online in accordance with the LA procedures.
- In June, Year 6 learners are invited to a Transition Day at MACS where they enjoy a range of activities aimed at familiarising themselves with their new surroundings and members of the new cohort. These days include a full day of lessons to give learners the experience of a day at school. Year 7 learners support the Year 6 learners for the day, providing guidance and an extra friendly face. The day is organised by the MACS Assistant Headteacher (responsible for transition).
- In the summer term Year 6 learners will be invited to MACS to participate in a transition sports day. Competing in a range of inclusive sports together in form groups, to familiarise themselves with the school, staff and their peers.

- To support the transition of learners with additional learning needs, the Director of Inclusion at MACS visits accompanied by the Head of Lower School on visits to the cluster primary schools.
- A WRU officer is based at MACS and has links with cluster primary schools to lead and support sporting activities.

On arrival in Year 7:

- When learners arrive as Year 7 in September, they meet their Form Tutor and the other learners from their form before starting lessons. The first day starts with an assembly at 8.45 a.m. The learners then spend the first few hours with their Form Tutor, familiarising themselves with their new environment and receiving an induction to the 'MACS Way'.
- Form Tutors monitor the academic progress of learners under their care as well as dealing with pastoral issues. They build excellent school / home relationships with parents and are often the first point of contact for parents.
- There is a "Settling In" Parents' Evening in Mid-September to help learners and parents become more familiar with the day to day expectations of the school.
- The MACS Head of Lower School and Director of inclusion are available to deal with any pastoral concerns that parents, pupils or teachers may have. Parents are encouraged to contact the school at the earliest opportunity if they have any concerns.

### **Ensuring Continuity of Learning**

Teaching staff from across all AoLEs within the MACS cluster meet regularly to discuss continuity of learning and to share good practice. Cluster INSET days are arranged to share schemes of learning and to promote and maintain a shared understanding of progression within and across schools. Professional learning, with support from CSC, is a common feature of cluster INSET days.

### **Supporting Learner Progression**

To support learner progression, information on individual learners is shared between the cluster primary schools and MACS prior to transition. This includes literacy and numeracy data from national online personal assessments, CAT4 data and information on the learning needs and wellbeing of individual learners.

On entry to MACS, learners undertake a variety of on-line assessments to help identify ways in which the school can best move learning forward. These assessments usually take place within 6 weeks of the learner first beginning in the school and will include arrangements for assessing learners'

- numeracy and literacy skills
- physical, social and emotional development

Statutory online personalised assessments are part of these wider assessment arrangements and are designed to help practitioners and learners understand how a learner's reading and numeracy skills are developing and what the next steps should be. The assessments will be taken annually in line with statutory guidance and provide a range of feedback on the skills of individuals and groups which is used to support further planning for progression.

### **Supporting Individual Learning Needs and Progression**

- Head of Lower School and Director of Inclusion presentation to Parents
- Open Evening
- Transition Days
- Health and Wellbeing Day
- STEM Day
- Transition sports day
- Vulnerable Learners Day (Helping Hands Project)
- CLA projects

### **Reviewing the Impact of the Transition Plan**

The impact of the transition plan arrangements is monitored by the cluster headteachers and the MACS Assistant Headteacher (responsible for transition). Attendance and punctuality, along with arrangements for continuity of learning and ensuring learner progression from primary to secondary school, are closely monitored as a measure of our success. Safe, happy achievers want to attend school. The views of Year 7 learners and parents are collected via questionnaire surveys during parents' evenings during the year. Relevant information is also shared with Governors and other stakeholders who also have responsibility for transition.

Appendix:

**TRANSITION PLAN (ROLLING PROGRAMME TO BE EVALUATED ANNUALLY)**

September	October	November	December	January	February
<p>MACS cluster HT meeting.</p> <p>Health and Well-being day for year 6 learners at MACS.</p> <p>MACS settling in meeting with year 7 learners and parents.</p> <p>MACS to evaluate the impact of the transition process with year 7 learners (learner perception surveys).</p>	<p>Open Evening at MACS.</p> <p>WRU Officer to lead activities</p>	<p>MACS cluster HT meeting.</p> <p>WRU Officer to lead activities</p>	<p>Invite to school show at MACS</p> <p>WRU Officer to lead activities</p>	<p>MACS cluster HT meeting.</p> <p>Joint Cluster INSET day</p> <p>Head of lower school/Assistant Headteacher visiting primary schools delivering in preparation for comprehensive school life.</p> <p>WRU Officer to lead activities</p>	<p>Y5 STEM Day.</p> <p>Head of lower school/Assistant Headteacher visiting primary schools delivering in preparation for comprehensive school life.</p> <p>WRU Officer to lead activities</p>

March	April	May	June	July
<p>MACS Cluster HT meeting.</p> <p>WRU Officer to lead activities</p>	<p>WRU Officer to lead activities</p>	<p>WRU Officer to lead activities</p>	<p>MACS Head of Lower School/Director of Inclusion to:-</p> <ul style="list-style-type: none"> <li>● visit each feeder school for parents and learners transition meetings</li> <li>● meet with cluster schools staff to discuss all learners</li> </ul> <p>Vulnerable learners day at MACS. (week before the Y6 transition days)</p> <p>2x Year 6 Transition Days (Y6 learners at MACS) in June.</p> <p>WRU Officer to lead activities</p>	<p>MACS deliver Bus passes to primary school learners. Primary school to send back Bus pass receipts of delivery.</p> <p>MACS HT Cluster meeting.</p> <p>WRU Officer to lead activities</p> <p>Year 6 transition sports day.</p>

Agreement to terms of this document:

<u>School</u>	<u>Signed</u>	<u>Date</u>
Mountain Ash Comprehensive School		
Abercynon Community Primary School		
Caegarw Primary School		
Darrenlas Primary School		
Glenboi Community Primary School		
Miskin Primary School		
Pengeulan Primary School		
Penrhiwceibr Primary School		
Ynysboeth Community Primary School		
Perthcelyn Community Primary School		

