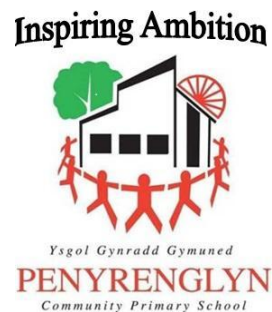




DRAFT Treorchy 3-year Cluster Transition Plan

September 2022- September 2025

Year 1 – September 2022 – July 23



Rationale for our Cluster working:

The aim of this document is to manage and co-ordinate the transition of learners from our linked primary schools to Treorchy Comprehensive School.

We have identified the following key aims to meet the needs of our cluster to support effective transition;

- To improve understanding of learning needs to support continuity of learning 3 - 16.
- To develop a collaborative cross phase programme that is innovative, creative and meets our needs.
- To transfer learning & wellbeing information to gain understanding of students as individuals to support effective transition.
- To provide immersive and meaningful opportunities for Year 5 & 6 students and parents to visit Treorchy Comprehensive, familiarising themselves with the building, staff and routines.
- To ensure we are committed to assessment across phase:

Assessments must:

- be suitable for learners of differing ages, abilities and aptitudes
- support numeracy skills
- support literacy skills
- support the physical, social and emotional development of children and learners

Our 3 year plan will focus on the continuity of learning through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7.

We have a shared cluster vision that Wellbeing is a key priority for all our learners to meet the Four Purposes. Development of their Literacy and Numeracy skills are crucial to support their Wellbeing as learners.

We have a shared commitment to Raising Attainment for Disadvantaged Youngsters (RADY) this is a golden thread throughout our plan

We commit to reviewing and monitoring the impact of transition in respect of how it helps:

- Learners achieve continuity of learning
- Supports individual learner progression

Year 1 – September 2022 – July 2023

Cluster Priority	Action/ Gweithred	Lead/ Arweinydd	Milestone Date/ Dyddiad Carreg Filtir	Resources/ Adnoddau	Success Criteria/ Meini Prawf Llwyddiant	Evidence Sources/ Ffynonellau Tystiolaeth
1. To ensure that there is a shared Health and Wellbeing vision for the cluster that feeds into pedagogy and curriculum design.	1a Create Cluster AOLE vision to support identification of concepts and non-negotiables whilst allowing schools to meet own needs. This will be followed by Cluster CSC INSET Session 1b To consolidate our joint approach to restorative work as a cluster . 1c To use EmpathyLab as a curriculum tool to ensure that literacy, empathy and social action are both provision and outcome (see 2b) 1d To incorporate Mindfulness as part of	SH	November 2022 May/June 23 Jan 22: Launch July 25: we are an EmpathyLab beacon cluster. July 22: PDG Cluster Funding	EmpathyLab resources	Adopted one page overview which supports pedagogy and curriculum design All staff trained and restorative approaches applied consistently as way of working Reduced exclusion More inclusion Evaluated as part of EmpathyLab's work. Student voice creates a Transition success criteria	Vision document EmpathyLab report Improved CATs data trend, demonstrating value added reading ages.

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	our Health and Wellbeing curriculum		application made June 25: Year 5 – 8 have all had a Mindfulness Curriculum	External Mindfulness course for leaders	and a transition plan to enable all children to feel safe in transition. Each school have agreed own Success Criteria around reduction in Exclusion, improvement in Attitude to Learning, improved wellbeing scores using preferred method of measurement	Progression steps demonstrate value added improvement
2. To ensure that there is a shared commitment to improving literacy for all children as part of their wellbeing.	2a - Create Cluster AOLE vision to support identification of concepts and non-negotiables whilst allowing schools to meet own needs. This will be followed by Cluster CSC INSET Session	??	November 2022 May/June 23	Meeting time IT facilities & support	Adopted one page overview which supports pedagogy and curriculum design	Vision document
	2b Use EmpathyLab as a curriculum tool to ensure that literacy, empathy and social action are both provision and outcome (see 1c)		Jan 22: Launch July 25: we are an EmpathyLab beacon cluster.	EmpathyLab resources	Improved CATs data trend, demonstrating value added reading ages	EmpathyLab report Assessment data

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	2c -to use EmpathyLab and other resources to ensure that we are a 'Reading Cluster' 2d To use identified data sources across cluster from end of Year 4 to end of Year 8 (see 6a)		July 25: we are an EmpathyLab beacon cluster. TCS launch: Summer 21 End of Year 4 each cluster: Summer 23?		Evaluated as part of EmpathyLab's work. Each school will be able to demonstrate that individual children have made good progress from initial assessment scores.	An agreed Treorchy cluster: 'Literacy canon' Data sources
3. To ensure that there is a shared commitment to improving Numeracy for all children as part of their wellbeing.	3a – Create Cluster AOLE vision to support identification of concepts and non-negotiables whilst allowing schools to meet own needs. This will be followed by Cluster CSC INSET Session 3b – Audit of pedagogy and curriculum design for Maths & Numeracy	??	November 22 May/June 23 April 22	Meeting time IT facilities & support Meeting time IT support Audit Framework	Adopted one page overview which supports pedagogy and curriculum design Shared understanding of pedagogy and design to improve understanding of learning needs to support continuity of learning	Vision document Audit document Student voice Staff voice

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4. To ensure that there is a purposeful and authentic cross-phase curriculum to engage and motivate our young people, encouraging them to be leaders in their community and in the wider world in terms of diversity and inclusion	4a - BH/EM to visit school to train staff around LGBT+ support & RVE Celebration of Diversity in the curriculum	BH/EM	January 23	Staff Training Materials Training Time	Increased staff confidence in supporting LGBT+ students and curriculum design. Shared approach to celebration of diversity which impacts positively on student wellbeing.	Training Materials Staff voice
	4b -Year 6 to visit TCS to participate in student led Diversity session		March 23	Teaching Materials Transport Costs Curriculum Time	Reduction of incidents of discrimination whilst recognising positives in increases in reporting and accessing support.	Student Voice
	4c - to utilise cluster student voice to create an Empathy Transition Charter		June 23		Treorchy Cluster Charter launched for Empathy Day, June 23	Action Plan & identified outcome product
	4d – To agree an inclusive cross-phase RSE Curriculum – celebrating Diversity		July 23	Meeting Time	Improved continuity of learning Diversity & RVE	Cross Phase Project design 23/24
5. To provide immersive and meaningful curriculum opportunities for Year 5	5a Cynefin Day – focus on Year 5 - 8 for family community event.	JJ	June 23	Curriculum time	Collaborative curriculum work during Summer Term which supports authentic event.	Evaluation of Event Participant evaluations

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& 6 students and parents to visit Treorchy Comprehensive, familiarising themselves with the building, staff and routines.	5b Year 6 Primary Give competition		May – June 23	£100 Prize Training Materials	Year 6 students show improved understanding of local social action Year 6 meet staff from community and TCS staff/students Improved understanding of Oracy needs of individual students to both extend/challenge some whilst support others.	Assessment Data
	5c Transition Programme and calendar of key events in place 22/23		Sept 22 – July 23			
	5d Collaborative use of TCS facilities for Year 6 classes to support identified curriculum needs		Nov 22 – July 23	Timetabled time in specialist facilities	Students experience enhanced curriculum opportunities in specialist facilities Cross phase AOLE staff observe Year 6 in meaningful activity to better understand learning needs and support continuity of learning	Transition Programme 22/23 Student Voice Parent Consultation/Voice activities Calendar of events Lesson resources Curriculum Plans Year 6 & Year 7

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6. To transfer learning & wellbeing information to gain understanding of students as individuals to support effective transition.	6a DHT Cluster Working Party to build holistic tracking and assessment around progression steps	AM/RD	March 23	Meeting time Cost of data systems	Information shared contains learning and wellbeing tracking which empowers the student, the family and the subject teachers to create continuity in learning	Holistic Tracking & Assessment Cluster policy
	6b All About Me profiles used as key documents to transfer with students			Training needs		All About Me Profiles
	6c Transfer meeting with AHT/Yr6/ALNCO/SEBD to share key wellbeing information.	JJ			Continuity of support and wellbeing interventions in place to support vulnerable learners. Students & Parents supported with earlier information about class placement to allow further information sharing and support.	Records of meetings Confidential Information overview Class Lists

Transition Programme 2022-23

Activity	Date	Venue & Audience
Year 6 Open Evening	Thursday 29 th September 2022	Treorchy Comprehensive – Year 6 Parents & Students
Year 6 Parents Information Evening	Thursday 16 th March	Online Teams Event - Parents
Year 6 Transition Day & Opportunity to Meet the Learning Coach	Thursday 6 th July	TCS - All Year 6 students
RADY Support Programme – education sessions & extra Transition Day	March – July 23	RADY students from each school
AHT/Yr6/ALNCO/SEBD Meeting	March – April 23	Online – Staff involved
Cynefin Day	Saturday 24 th June 23	TCS – Year 5 – 8 & Families
Year 6 Curriculum Development (use of facility)	Year 6 staff to identify facility & date	TCS - Year 6 class, Year 6 teacher & TCS AOLE staff
Primary Give Project	May – June 23	Year 6 Class – Final TCS Year 5 & 6
Diversity Project	Jan – March 23	Training – Primary School Staff / Lesson TCS Year 6