



**Ysgol Uwchradd Castell Alun  
High School Cluster Transition  
Plan 2023-2024**

**Cluster Schools:**

**Secondary:** Ysgol Uwchradd Castell Alun High School.

**Primary:** Ysgol Abermorddu, Ysgol Parc y Llan, Ysgol Derwen, Ysgol Estyn, Ysgol Derwenfa, St. John's the Baptist VP School, Ysgol Penyffordd, Ysgol, Park CP school

**Overall Vision/Purpose:**

To develop and promote Equity, Independence and wellbeing working towards the three main values held by all the schools in the cluster; **Respect, Honesty and Determination**. This plan will work to drive these values through the four main areas.

- **Managing the transition of learners from primary to secondary**
- **Supporting continuity of learning**
- **Supporting individual learner progression**
- **Supporting well-being and learning needs**



Priority	Why/Vision	Who?	What?	When?	Interim Review
<p><b>Managing the transition of learners from primary to secondary</b></p>	<p><b>As a cluster, we wish to focus on ensuring a true transition and not an induction. Collaboration is key to enabling this in terms of: pastoral, curriculum and staff interaction, and sharing of knowledge. Collaboration in these areas will allow us to meet our common values and ensure that staff have the knowledge and understanding to enable learners to make a seamless transition to CAHS.</b></p>	<p><b>CST, LAL, STH</b></p>	<p><b>Primary Liaison – Sarah Thomas</b> to work with each primary for an agreed period of time delivering Health and Well being lessons with Year 6 or Year 5/6 learners.</p> <p>The purpose of the project is:</p> <ul style="list-style-type: none"> <li>• Develop collaboration between the cluster of schools.</li> <li>• Develop knowledge and understanding of links and transition of your AoLE (knowledge, skills, experiences, assessment and progression).</li> <li>• Allow learners to experience activities and teaching and learning they may not otherwise be able to.</li> <li>• Focus on a Health and Well being to develop specific skills in terms of sharing teaching and learning approaches. E.g. focus on developing PE</li> </ul>	<p>Each cluster primary school will be allocated approximately a 6 week block with in the 2023-24 academic year</p> <p>Evaluation to take place after each block of sessions, this will include a learner, primary staff and secondary staff questionnaire. This will be created on Microsoft forms.</p>	



		<p>CEI,CST</p> <p>LAL,NDA, CST,CEL CAHS staff</p>	<p>skills previously agreed with the primary school.</p> <ul style="list-style-type: none"> <li>To share pedagogy, especially for learners who need more support.</li> <li>To upskill staff on the knowledge and approaches needed for teaching in each setting, to develop links and common approaches.</li> <li>Sarah will also support primary schools to complete the Whole Cluster approach mapping tool (GWE)</li> </ul> <p><b>SLT Visits</b></p> <ul style="list-style-type: none"> <li>CSt and CEI to visit primary schools</li> </ul> <p><b>Transition Day – Year 6</b> Transition day enables learners to experience immersion in CAHS in terms of form groups, lessons, pastoral support, systems and expectations. Cluster Head teachers and Transition Lead to review</p>	<p>Transition Leads in collaboration with primary and secondary colleagues who are involved in the day will evaluate programme by Easter, ready for</p>	
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		LAL, CST NDA	<p>Transition content and activities with a focus on 'transition' and not 'induction'. Parents will also be invited to an evening to share key information regarding the process of CAHS.</p> <p><b>Transition Lead Allocated Time</b></p> <p>Transition Lead has timetabled periods each week. This should be used to meet with primary colleagues to develop processes for transition in terms of academic knowledge and curriculum, pastoral information and social knowledge. The purpose is to replace the use of levels and other data and share findings with Lead to develop processes to support</p>	<p>implementation in the summer term.</p> <p>Transition Leads to devise a timetable of visits, with particular foci based on school need and review this regularly.</p>	
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		<p>AOLE Leads staff</p>	<p>Transition and replace previous approaches. This time will also be used for the Lead visit Cluster schools to deliver assemblies. The ongoing review of this Transition Plan will also be completed in this period.</p> <p><b>Extra-curricular links</b> The cluster has identified that it would like to develop extra-curricular links in sport and expressive arts, which will include Cluster Sports Festivals, Science and Technology taster days and Primary Learners visiting CAHS to watch a variety of concerts.</p> <p><b>Joint AoLE meetings</b> Calendared AoLE meetings provide an opportunity for staff from primaries to meet with subject leads at CAHS and each other. Here they can share approaches and knowledge, skills and</p>	<p>All key staff will liaise during Heads, AOLE meetings to devise a plan for these activities.</p> <p>Head teachers will review during their half termly cluster meetings. Discuss around foci will then be shared with each lead within the groups.</p>	
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		<p>CST,CEL, LAL KJO NDA</p> <p>CST</p>	<p>experiences to strengthen the links between primary cluster schools and secondary. An additional focus on assessment and progression, developing consistency and common understanding will also be a focus.</p> <p><b>Core Group Transition Meetings</b></p> <p>Agreed foci must be agreed with cluster heads prior to meetings being arranged to ensure value for money is achieved. Meetings only organised if specific aims are shared with Head teacher group:</p> <p>ALNCo Cymraeg English Maths Science and Technology</p>		
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		<p>CST Primary Headteachers</p>	<p><b>Safeguarding</b> Cluster sharing of information through the use of CPOMs for safeguarding, behaviour and ALN information</p> <p><b>Cluster Policy Reviews</b> Head teachers to share key policies and try to align these as much as possible with the cluster of schools (including the secondary school):</p> <p>Behaviour RSE Attendance along with other key documents</p> <p>Induction day and parental meeting</p>		
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		Gareth Jones	<p><b>Communication within the cluster</b></p> <p>Minutes to be shared from all aspects of transition e.g. core working groups, English etc with:</p> <p>All headteachers ALNco Chair DHT chair Transition Lead</p>		
<p><b>Supporting continuity of learning</b></p>	<p><b>Our vision is for all stakeholders to have a full and through knowledge and understanding of what and how we are teaching, planning for progress and tracking progress in the cluster.</b></p>	<p><b>CTS, LAL and STH</b></p>	<p><b>Primary Liaison – Sarah Thomas</b> to work with each primary for an agreed period of time delivering Health and Well being lessons with Year 6 or Year 5/6 learners.</p> <p>The purpose of the project is:</p> <ul style="list-style-type: none"> <li>• Develop collaboration between the cluster of schools.</li> <li>• Develop knowledge and understanding of links and transition of your AoLE (knowledge, skills,</li> </ul>	<p>Each cluster primary school will be allocated approximately a 6 week block with in the 2023-24 academic year</p> <p>Evaluation to take place after each block of sessions, this will include a learner, primary staff and secondary staff questionnaire. This will be created on Microsoft forms.</p>	





			<p>experiences, assessment and progression).</p> <ul style="list-style-type: none"> <li>• Allow learners to experience activities and teaching and learning they may not otherwise be able to.</li> <li>• Focus on a Health and Well being to develop specific skills in terms of sharing teaching and learning approaches. E.g. focus on developing PE skills previously agreed with the primary school.</li> <li>• To share pedagogy, especially for learners who need more support.</li> <li>• To upskill staff on the knowledge and approaches needed for teaching in each setting, to develop links and common approaches.</li> <li>• Sarah will also support primary schools to complete the Whole Cluster approach mapping tool (GWE)</li> </ul>		
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		<p><b>LAL,NDA, CST,CEL CAHS staff</b></p>	<p><b>Transition Day – Year 6</b> Transition day enables learners to experience immersion in CAHS in terms of form groups, lessons, pastoral support, systems and expectations. Cluster Head teachers and Transition Lead to review Transition content and activities with a focus on ‘transition’ and not ‘induction’. Parents will also be invited to an evening to share key information regarding the process of CAHS.</p>	<p>Transition Lead in collaboration with primary and secondary colleagues who are involved in the day will evaluate programme by Easter, ready for implementation in the summer term.</p>	
		<p><b>LAL,NDA, CST,CEL CAHS staff</b></p>	<p><b>Taster Days</b> These days enable learners to experience immersion in CAHS in relation to Wellbeing,</p>		



			<p>Science and Technology and Enhanced transition activities.</p> <p><b>Book Browse</b> During core group/AOLE meetings, all schools to meet with books from Year 6 and Year 7 to have the opportunity to share what learners have been working on during the year to support planning for progress in all settings.</p> <p><b>Joint AoLE meetings</b> Calendared AoLE meetings provide an opportunity for staff from primaries to meet with subject leads at CAHS and each other. Here they can share approaches and knowledge, skills and experiences to strengthen the links between primary cluster schools and secondary.</p>	<p>Cluster Primary staff with leads in CAHS</p> <p>February 19<sup>th</sup> Curriculum for Wales Training day</p> <p>Transition Lead to devise a timetable of visits, with particular foci based on school need and review this regularly.</p>	
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			<p><b>Transition Lead Allocated Time</b></p> <p>Transition Lead has timetabled periods each week. This should be used to meet with primary colleagues to develop processes for transition in terms of academic knowledge and curriculum, pastoral information and social knowledge. The purpose is to replace the use of levels and other data and share findings with Lead to develop processes to support Transition and replace previous approaches. This time will also be used for the Lead visit Cluster schools to deliver assemblies. The ongoing review of this Transition Plan</p>		
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			will also be completed in this period.		
<b>Supporting individual learner progression</b>	<b>One of the cluster's values is equity. We want all learners to have the opportunity to continue to make seamless progress between settings, regardless of their ability, individual needs or background. Trusting and open collaboration is crucial to enabling this relationship between the schools.</b>		<p><b>Transition Lead Allocated Time</b></p> <p>Transition Lead has timetabled periods each week. This should be used to meet with primary colleagues to develop processes for transition in terms of academic knowledge and curriculum, pastoral information and social knowledge.</p> <p>The purpose is to replace the use of levels and other data and share findings with Lead to develop processes to support Transition and replace previous approaches. This time will also be used for the Lead visit Cluster schools to deliver assemblies. The ongoing review of this Transition Plan</p>	Transition Lead to devise a timetable of visits, with particular foci based on school need and review this regularly.	



			<p>will also be completed in this period.</p> <p><b>Safeguarding</b> Cluster sharing of information through the use of CPOMs for safeguarding, behaviour and ALN information</p> <p><b>Individual Tours and Meetings</b> Transition Lead or ALNCo of CAHS to conduct individual tours and meetings with children when the need arises – if the children or their parents are anxious about transition. Extra visits to primary schools by key to help soothe concerns.</p>	<p>Ongoing throughout the academic year NDA to be invited to attend IDP reviews to be a part of the planning.</p> <p>June 2023</p>	
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			<p><b>Meeting Additional Needs of Learners</b></p> <p>Enhanced transition days will enable learners with additional needs, including Seren Bach, Vulnerable and IDP/Boost learners (ASD, ADHD)</p> <p><b>Assessment</b></p> <p>Year 6 learners to take part in CATS assessments in summer term alongside national numeracy and literacy tests.</p> <p><b>Learner Voice</b></p> <p>Year 7 student council to create a 'Fact Sheet' to share information with year 6 learners about what they need to know before starting in September.</p>	<p>June 2023</p> <p>June 2023</p> <p>July 2023</p>	
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			<p><b>CPOMS</b> Information to be recorded on CPOMS by all schools as necessary then transferred to CAHS as soon as possible after transition.</p>	<p>Ongoing throughout the academic year. Files will be shared when CTF files are received by CAHS.</p>	
<p><b>Supporting well-being and learning needs</b></p>	<p><b>Two of the cluster values are equity and nurture. The cluster values learners as individuals and as a result, will work closely with cluster primaries, parents and learners to ensure, as far as possible, the needs of individual learners are met.</b></p>		<p><b>Use of assessment data to support transition:</b></p> <p>Early intervention is crucial; therefore year 6 learners sit CATS in the summer term.</p> <p>The data provided is then triangulated with year 6 teacher assessment data, professional dialogue between primary and secondary colleagues, LNF data as well as the Reading Comprehension/Spelling data from primary assessments. This information is then used to identify learners in need of additional support and, when</p>	<p>July 2023</p>	





			<p>appropriate, to group learners (set).</p> <p><b>Multi-agency meetings</b></p> <p>Key secondary staff to be invited to attend multi-agency meetings to facilitate our most vulnerable learners' transition. This enables CAHS to gain a deep understanding of learners' past experiences, potential learning differences and patterns of behaviours. Enhanced transition is often offered to these learners. This involves additional visits to school. Key transition staff also carry out visits to the primary schools when a learner is extremely anxious about moving up to a different school setting.</p>	<p>Throughout the year</p>	
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			<p><b>CPOMS</b> Information to be recorded on CPOMS by all schools as necessary then transferred to CAHS as soon as possible after transition.</p> <p><b>Learner Voice</b> Year 7 student council to create a 'Fact Sheet' to share information with year 6 learners about what they need to know before starting in September.</p> <p><b>Transition Day – Year 6</b> Transition day enables learners to experience immersion in CAHS in terms of form groups, lessons, pastoral support, systems and expectations. Cluster Head teachers and Transition Lead to review Transition content and activities with a focus on 'transition' and not 'induction'.</p>	<p>July 2023</p> <p>June 2023</p> <p>Transition Lead in collaboration with primary and secondary colleagues who are involved in the day will evaluate programme by Easter, ready for implementation in the summer term.</p>	
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			<p>Parents will also be invited to an evening to share key information regarding the process of CAHS.</p> <p><b>Taster Days</b> These days enable learners to experience immersion in CAHS in relation to Wellbeing, Science and Technology and Enhanced transition activities.</p> <p><b>Extra-curricular links</b> The cluster has identified that it would like to develop extra-curricular links in sport and expressive arts, which will include Cluster Sports Festivals, Science and Technology taster days and Primary Learners visiting CAHS to watch a variety of concerts.</p> <p><b>Well being Ambassador Programme</b> Learners from CAHS will be trained to be leaders in this</p>	<p>Throughout the academic year (See Road Map) Transition Lead to devise a timetable of visits, with particular foci based on school need and review this regularly.</p>	
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			<p>area. They will then visit primary schools at an agreed time to deliver PSHE assemblies and sessions, which are mutually agreed between both sectors.</p> <p><b>Transition Lead Allocated Time</b>          Transition Lead has timetabled periods each week. This should be used to meet with primary colleagues to develop processes for transition in terms of academic knowledge and curriculum, pastoral information and social knowledge.          The purpose is to replace the use of levels and other data and share findings with Lead to develop processes to support Transition and replace previous approaches. This time will also be used for the Lead visit Cluster schools to deliver</p>	<p>Spring 23</p> <p>Throughout the academic year.</p>	
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			<p>assemblies. The ongoing review of this Transition Plan will also be completed in this period.</p> <p><b>Primary Liaison – Sarah Thomas</b> to work with each primary for an agreed period of time delivering Health and Well being lessons with Year 6 or Year 5/6 learners.</p> <p>The purpose of the project is:</p> <ul style="list-style-type: none"> <li>• Develop collaboration between the cluster of schools.</li> <li>• Develop knowledge and understanding of links and transition of your AoLE (knowledge, skills, experiences, assessment and progression).</li> <li>• Allow learners to experience activities and teaching and learning</li> </ul>	<p>Each cluster primary school will be allocated approximately a 6 week block with in the 2023-24 academic year</p> <p>Evaluation to take place after each block of sessions, this will include a learner, primary staff and secondary staff questionnaire. This will be created on Microsoft forms</p>	
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