

# SCHOOL POLICY DOCUMENT

## Ferndale Cluster Transition Plan



### Darran Park Primary School Ysgol Gynradd Darran Park

**Policy Leader : C.Coole**  
**Head teacher : C.Coole**  
**Chair of Governors : R.Maddox**

**Policy applies to Academic Year 2024 -25**

**Signed HT:**

**Date:**

**Signed CoG**

**Date:**

<b>This plan is a:</b>	<b>School Plan using LA &amp; WG guidelines</b>
<b>This plan is a:</b>	<b>Statutory Document</b>
<b>Policy / Document Leader:</b>	<b>C.Coole</b>
<b>Link Governor:</b>	<b>D.Jones</b>
<b>Key Personnel in Plan</b>	<b>All Headteachers and nominated staff in cluster schools</b>
<b>Published / located:</b>	<b>Website/ School Administration Office</b>
<b>Aims of Plan:</b>	
<ul style="list-style-type: none"> <li><b>To outline the policy and provision for Transition across the cluster</b></li> </ul>	
<b>Review date</b>	<b>September 2024</b>
<b>Next review date</b>	<b>September 2025</b>
<b>Reviewed by</b>	<b>Policy committee</b>

Names of Schools contributing to this plan:



- Ferndale Community School
- Darran Park Primary School
- Maerdy Community Primary School
- Penrhys Primary School
- Pontygwaith Primary School
- Tylorstown Primary School

## Context

Transition is a major priority within the cluster. We all recognise the need for consistency so that pupils experience a seamless transition, which enables them to make good progress from one key stage to another. Schools can look forward to continuing to work together to develop an effective system for the continuum of learning.

In the Ferndale Cluster, we recognise that transition projects can support children to feel safe and secure, providing a link between the certainty of their existing provision and the brave new world of their new one. Transition from primary to secondary school can be a challenging time for new pupils and their families. We hope to make this a seamless process which supports the academic, emotional, social and spiritual development of each child. The Transition Plan 2022-2025 has been reviewed. Subsequently, new priorities for action have been identified and we aim to ensure these actions are implemented, measure and reviewed according to the timescales indicated.

Our agreed aims are:

- to secure continuity of education for all pupils aged 3 to 16;
- to improve progress in learning for all pupils aged 3 to 16;
- to promote and support cross cluster work
- to secure common understanding of good practice on the range of methodologies, pedagogies used in previous and future stages of teaching and learning;
- to secure good knowledge and understanding of pupils learning experiences and standards of achievement/attainment in previous & future key stages;
- to help year 6 pupils settle well into year 7 and ensure they access the curriculum quickly
- to identify vulnerable pupils and provide them with appropriate support;
- to ensure pupil data is transferred efficiently
- to ensure parents/carers are fully informed of the transfer process;
- to promote the development of pupil's personal and social development

Priorities	Actions / Activities	Success Criteria	Timescale	Responsibility
<p><b>1. Curriculum For Wales</b></p> <p>Standards and Progression in Science and Technology</p> <p>Planning across the Cluster</p>	<ul style="list-style-type: none"> <li>Science and Technology AOLE Leaders meet to look at: approaches to planning; How are progression maps used?; Standards in Science - EG What should a Y6 child be able to do / know; How do we evidence Science?; What do FCS need from Primary Schools? What are the key priorities for Year 7?; Look at samples of work.</li> <li>CFW Leaders meet to look at: How are schools using progression maps? Do schools have details of long, medium and short-term planning? What does planning look like in each school? Who is planning shared with? How are the what matters statements tracked and used in planning? Do schools plan for the cross-cutting themes and integral skills?</li> </ul>	<p>Cross phase collaboration across the cluster</p> <p>AoLE Progression Maps are effectively supporting planning.</p> <p>Improved pupil standards and progression in Science</p> <p>Greater consistency and effectiveness in planning and the pedagogical approaches throughout the cluster.</p>	<p>Sept 24 – July 25</p>	<p>AOLE Leaders</p> <p>CFW Leaders</p>

<p><b>2. To ensure Governors are involved in the planning, monitoring &amp; review of the plan.</b></p>	<ul style="list-style-type: none"> <li>• HT from each school to report progress to individual Governing Bodies.</li> <li>• GB from each school to be involved in the monitoring and implementation of the plan</li> </ul>	<p>All Governors to be made aware of the cluster transition plan.</p> <p>All Governing bodies actively involved in monitoring implementation and progress.</p>	<p>Sept 2024 onwards</p>	<p>Cluster Headteachers</p> <p>Cluster Governing Bodies</p>
<p><b>3. To effectively support vulnerable learners through 'Poverty Proofing' the school day</b></p>	<ul style="list-style-type: none"> <li>• Cluster schools work in partnership with WG and Children North East</li> <li>• Identify one or two members of SLT who will be the key contact(s) throughout the process.</li> <li>• Commit to one member of staff attending 2 days training delivered by CNE.</li> <li>• Commit to undertaking an audit in their school, led by staff from cluster schools.</li> <li>• Commit to releasing the nominated member of staff to attend the model audit (1 day) and to release the nominated staff member to attend a further 2-4 days audit work in cluster schools.</li> <li>• Commit to the SLT attending the feedback session.</li> <li>• Facilitate CNE and cluster staff time in school during the model audit.</li> <li>• Facilitate the impact questionnaires.</li> <li>• Engage with cluster schools/settings.</li> <li>• Engage with project network meetings</li> </ul>	<p>There is greater poverty awareness in our school communities</p> <p>Equal access to opportunities, regardless of income</p> <p>Poverty sensitive policies and practice are in place</p> <p>Improved standards and wellbeing of vulnerable learners</p>	<p>Sept 24 to July 25</p>	<p>HT's</p> <p>Selected staff from each school</p> <p>WG</p> <p>CNE</p>
<p><b>4. To ensure smooth transition from cluster primaries to the Secondary School</b></p>	<p>Ferndale Community School to host transition visits for primary schools within cluster.</p> <p>5 day transition event towards the end of the summer term for all Year 6 students, where students experience their proposed Year 7 timetable.</p> <p>Visits by secondary school representative to all cluster primary schools to meet students and to liaise with Year 6 teachers</p>	<p>Students to gain an insight into school life at Ferndale Community School</p> <p>Students to feel comfortable and confident ahead of their entry to Ferndale Community School in September</p>	<p>Sept 2024- July 2025</p>	<p>Headteacher and Leader of Transition - FCS</p>

		Clear awareness of the needs and abilities of all students.		
<b>5. ALN – To further develop the ALN Cluster Network.</b>	<p>Continue to meet ½ termly.</p> <ul style="list-style-type: none"> <li>• Share good practise and expertise between the cluster schools</li> <li>• Provide support with the New ALN code</li> <li>• To ensure smooth transition from the Primary to the Secondary,</li> </ul>	<p>To have established a support network within the cluster.</p> <p>To have a cluster bank of resources on teams.</p>	Sept 2024- July 2025	ALNCO's from Cluster schools
<b>6. To further improve standards and provision of Well-being across the Cluster</b>	<ul style="list-style-type: none"> <li>• Music Therapy support for identified vulnerable learners is delivered in all Cluster Schools</li> <li>• Cluster Wellbeing Project with Nicole Williams (Educational Psychologist)</li> <li>• Use of Health and Wellbeing Cluster Progression Maps in each school.</li> <li>• Headteachers and relevant staff work together to agree on and implement more unified and consistent policies and practices towards attendance across the cluster</li> </ul>	<p>Continuity of support and wellbeing interventions in place to support vulnerable learners.</p> <p>Improved emotional wellbeing of pupils, families, teachers and staff</p> <p>Improved attendance across the cluster</p>	Sept 2024 – July 2025	Nordoff Robbins (Music Therapy) HT's FEO's AWS N.Williams (Ed Psych)