



THE JOHN FROST CLUSTER TRANSITION PLAN

INTRODUCTION

The purpose of this transition plan is to explain the systems and processes in place to support all students in The John Frost Cluster with their transition to The John Frost School.

This plan has been constructed jointly by the leadership teams and governing bodies of: The John Frost School, Pillgwenlly Primary School, Gaer and Maesglas Primary Partnership, Clytha Primary School, Glasllwch Primary School, St Woolos Primary School and Tredegar Park Primary School.

This transition plan is effective for the Y7 cohort of September 2022 and was published on 15th July 2022.

COORDINATION OF TRANSITION:

At The John Frost School, transition is coordinated by Mrs L Purcell (Deputy Headteacher).

Transition activities begin when students reach Year 4 of their respective primary schools. Students visit The John Frost School in the summer term and spend time with the PE department of the school, assisted by student helpers.

In Year 5, students prepare an Expressive Arts piece with their Year 5 teacher. The Performing Arts team visits each primary school to focus on a final 'showpiece' in which the whole cluster take part. Year Five then visit The John Frost School for a day, practising their school pieces and the showpieces with our Performing Arts department. Parents/carers of Year 5 students are invited to a concert that evening in the Main Hall of The John Frost School to watch all the performances.

In Year 6, students who are offered a place at The John Frost School visit after Easter to experience art lessons.

There is a parents' evening in the summer term for all students offered a place at The John Frost School. Students also experience a 'Moving Up Day' where they are placed with their form tutors and experience lessons in these groups for the day.

The Head of Year Seven visits the Year 6 students in their primary schools in the summer term.

A meeting is held about each student who has a place at The John Frost School with the Deputy Headteacher, Head of Year Seven, Family Engagement Officer, Engagement Intervention Officer and Assistant ALNCO, with the Year 6 teacher. This is to pass on important information, in relation to both academia and wellbeing.

CONTINUITY OF CURRICULUM AND TEACHING AND LEARNING:

Continuity of curriculum and teaching and learning is achieved through close cluster working through the following groups, where curriculum design and consistency of pedagogy is focused on frequently:

- Half termly cluster Headteacher meetings (attended by the Deputy Headteacher from The John Frost School – the transition lead)
- Half termly professional learning lead meetings (attended by the Deputy Headteacher from The John Frost School – the transition lead)
- Half termly cluster curriculum group meetings (attended by the Deputy Headteacher from The John Frost School – the transition lead)

A cluster curriculum vision and action plan form the agenda for a significant part of each of the above meetings.

STUDENT PROGRESSION:

A focus on student progression is essential for a smooth transition between settings. This is achieved in The John Frost cluster through the work in the above cluster groups. In the cluster curriculum group, a language of assessment has been developed throughout the cluster in relation to the new curriculum. Learners are categorised as one of the following in relation to each Area of Learning and Experience:

- Emerging
- Developing
- Securing
- Advancing

This common language helps us to identify the needs of learners and plan appropriately for intervention and support. National Test data is also shared with The John Frost School and any information about interventions completed by individual students. There is a clear understanding throughout the cluster of each category in our language of assessment, and further work will focus on standardising and moderating student work in each area.

LEARNER NEEDS AND WELLBEING:

In addition to the transition activities in the 'coordination of transition' section, there are specific and supportive actions for ensuring learner needs and wellbeing are at the heart of transition:

- The Assistant ALNCO contacts parent/carer of any student on their school's ALN register. This is to ensure the parent/carer passes on key information and is satisfied with the plans being put in place for their child.
- The Assistant ALNCO attends every meeting about every child transitioning to The John Frost School so that all those with extra needs can be identified and accommodated.
- The Assistant ALNCO arranges extra visits to and from the school for any student identified as needing extra support.
- The Family Engagement Officer attends every meeting about every child transitioning to The John Frost School so that families and individuals requiring support can be contacted early and accommodated appropriately.
- The Engagement Intervention Officer attends every meeting about every child transitioning to The John Frost School so that early intervention can be provided where appropriate.
- The Assistant ALNCO attends annual reviews of any student offered a place at The John Frost School.

EVALUATION:

This plan will be evaluated in cluster heads meetings on a yearly basis to ensure our objectives are achieved and that transition is effective and supportive for students and their families.