



Milford Haven Cluster Transition Plan, 2022/23

Milford Haven Cluster of Schools is united in its commitment to dynamic and equitable educational experiences for ambitious, creative, confident and ethical learners in order to maximise outcomes for all.

Milford Haven Schools Improvement Group (MHSIG) consists of HTs from all schools in the cluster, including The Neyland Learning Centre.

This cluster promotes collaborative learning and working between all staff. The activities in the Transition Programme below outline the ways in which the cluster manages and co-ordinates the transition of pupils from the cluster schools to Milford Haven Secondary school, in order to **achieve continuity of learning and to support individual learner progression.**

Continuity of curriculum planning will be achieved in the transition from the feeder primary schools to the secondary school through:

- Review and planning meetings of the CfW.
- Planning to promote continuity of learning through curriculum design and implementation of teaching and learning for pupils in year 6 transitioning to year 7.
- Planning on how each individual learners' progression and learner effectiveness will be supported as they transition from primary to secondary school.
- Planning to support the learning needs and the well-being of each individual learner as they transition from primary to secondary school.
- Discussions with the MHSIG in line with the curriculum vision statement.

Continuity in teaching and learning methods will be achieved in the transition through:

- Welsh language project for pupils in year 5 and 6 (Y gromlech by Catrin Phillips).
- Cluster wide digital transition project, which is created collaboratively by Year 6 and 7 teachers. This will launch in Year 6, with skills further developed in year 7.
- Additional learning opportunities for pupils across AOLES, in order to consolidate teaching and learning methods as well as further develop skills.
- Enrichment opportunities for identified groups of learners focusing on skills and well-being.
- Opportunities to share best practice across the cluster.

Consistency in the assessment, monitoring and tracking of pupils' progress will be achieved in the transition through:

- Standardisation within schools and between schools.
- Moderation with teachers in progression steps 2 and 3.
- Data from primary schools is shared with Milford Haven Secondary and collated on the year 7 tracker. Support the smooth transition process by ensuring that all necessary data is shared with Milford Haven School at the end of Year 6, to be compiled in the Y7 tracker data sheet.

Reviewing and monitoring the impact of the transition programme:

MHSIG review the impact of the transition programme through:

- Monthly meetings.
- Y7 progress manager, transition lead, progress leads in the core subjects and the MHS digital lead undertake listening to learner sessions and work scrutiny.
- Form tutor session in October.
- Review meetings with Y6 and Y7 teachers and transition lead.

The transitional programme addresses the Health and Well-being of all learners through:

- Robust communication with all stake holders, to ensure a smooth transition for all.
- Intervention for identified groups of learners needing additional support within the transition programme.
- Implementation of intervention strategies to ensure that pupils are secondary school ready.