



Key Action	Progress Steps
<p>To ensure the effective management and coordination of learners from Year 6 to Year 7</p>	<ul style="list-style-type: none"> • Evaluation and development of the Y5/Y6 taster days in May/July to meet learner needs • Evaluation and development of the Y5/6 Open Evening (November) to meet learner needs • To consider further curriculum transition opportunities using the success of the Maths/Science model • To further develop the role of the transition council • To introduce cluster branding for the transition partnership • To enhance wellbeing and academic transition through effective meetings between AWS/HOY/PSO and Y6 colleagues • To develop behavioural transition during summer term as Y6 colleagues implement Y7 rewards and sanctions policies • To develop Y6 pupil voice through learner question session with current Y7 pupils and HOY/PSO • To enhance the uptake of the Y6 parental drop in session • To continue to advertise and provide Y6 uniform support via the comprehensive school swop shop
<p>To ensure the continuity of curriculum design and planning</p>	<ul style="list-style-type: none"> • Cluster AoLE meetings occur in 2022-23 with agreed lead schools/staff in place • Identification of the 'golden threads' that link the Y6 and Y7 curricula (via AoLE meetings) • Primary and secondary schools audit their current schemes of work to ensure the golden threads have a (more) prominent position • Engagement in staff training to ensure that golden threads are understood and effectively delivered
<p>To support the individual progression of Year 6 learners</p>	<ul style="list-style-type: none"> • No More Marking to be developed across the cluster- used as a measure of progression data (within each school) and as baseline data for Y6 learners entering Y7 • Investigating the validity of utilising Literacy and Numeracy assessments as baseline data for Y6 learners entering Y7

	<ul style="list-style-type: none"> • ALNco collaboration through further literacy testing of pupils to determine individual needs and provision • Agreed sharing of information to identify MAT learners, learners requiring ALN support, and learners requiring further wellbeing support • Y6 teachers to provide 'expected level' judgements for core subjects • Investigate the development of Y6 Mathematical baseline testing
<p>To ensure that the learning needs and wellbeing of individual pupils are supported</p>	<ul style="list-style-type: none"> • Continuation of cluster ALNco termly meetings- individual ALN pupil transition plans are discussed and developed • Y5/Y6 annual reviews occur collaboratively between learners, parents/carers, primary and secondary ALNcos. • Continuation of headteacher and ALNco transition meetings to highlight Y6 learning and wellbeing needs • Develop an extra transition day for ALN learners- focusing on learning, wellbeing and social transition • Continue cluster IDP development and consistency checks • Develop parent/carer voice and parent/carer contact between Y6 parents and secondary ALNco • Develop parent/carer liaison between primary school and STF following agreed STF placements
<p>To develop and implement strategies for reviewing and monitoring the impact of the Transition Plan</p>	<ul style="list-style-type: none"> • Elicit learner voice from selected Y6 learners regarding the transition process • Elicit parental voice from selected current Y7 parents regarding the transition process • Further develop the role of the Y6/Y7 transition council • Develop a cluster approach to reviewing the impact of the transition plan progress steps