



## TRANSITION PLAN 2025-26

**Objective 1:** To monitor and evaluate the shared understanding of progression across the cluster.

**Rationale: (Link with self-evaluation findings, local and national priorities – why is this a priority for the school?)**

Having developed progression ladders in literacy, numeracy and digital skills over the last 3 years, and started to look at cross-cluster work in science and Cymraeg, the focus this year needs to be on how well the implementation of this is going within classrooms in all cluster schools. There also needs to be a much more sophisticated understanding of what progression looks like, and what the expected rate of progression should be. Establishing productive and supportive relationships between colleagues in all schools will be key to ensuring teachers are confident in sharing pupil work and improving practice by learning from each other. Developing these

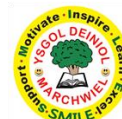
An opportunity utilised during Y6 Transition Days for Subject Leaders at The Maelor School to look at pupil's work, and discuss their learning with them, along with discussions across all cluster practitioners during subject cluster meetings, has shown that the sharing of approaches to teaching to support continuity in learning and help pupils' make effective progress from primary into secondary school is a key priority.

**Key Questions that teachers should consider when looking at learning (books/ digital/ professional dialogue)**

- 1. Does the work show clear evidence of progress over time in knowledge, skills, and understanding?**
  - Look for improvements in depth, accuracy, independence, and application of learning.
- 2. Is the pupil demonstrating increasing independence and confidence in applying what they've learned in unfamiliar or more complex contexts?**
  - This helps identify whether progress is secure and transferable.
- 3. How well does the work reflect progression along the curriculum's key concepts and statements of what matters?**
  - Check alignment with curriculum expectations and progression steps.
- 4. Is there a clear response to feedback and opportunities for pupils to improve or extend their learning?**
  - Evidence of reflection and improvement can signal developmental progress.
- 5. Are there any gaps or inconsistencies in learning that might indicate barriers to progression?**
  - Identifying uneven progress can help target support and inform planning.
- 6. How does this pupil's progress compare to their own starting point, not just age-related expectations?**
  - Progress should be judged in relation to each learner's journey, particularly for pupils with ALN or those new to English/Welsh.

Activities/Tasks/Steps (detailed and clear)	Lead person responsible for action	Timetable (exactly when will this happen – dates)	Monitoring of action (frequency, responsibility, timetable/exact dates, what evidence will be produced)	Success criteria for each task	Costs, resources and staff CPD	Other possibilities (link to designated Governor, cluster)
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						priorities etc as appropriate)
<p>Involve teachers to share best practices and examples of progression in their subjects. <b>E.g. accelerated progress, expected progress, below expected progress.</b></p> <p>Create a digital source or shared drive where all resources and frameworks can be accessed by cluster schools.</p> <p>This will take place for literacy and numeracy each term and will be located in different schools across the cluster each time.</p>	<p>KGS/NL/EJ/HH/JJ/SP/DM/KM</p>	<p>To happen on a termly basis per skill area.</p>	<p>QE within each school to be used to ascertain extent of use of progression ladder and quality of literacy provision in this area.</p> <p>Opportunities created for cross-school and cross-phase peer observation and peer learning re the use of writing for different purposes in a variety of subjects and contexts.</p> <p>Progression ladder for interpretation of data will be produced.</p>	<p>High quality examples of good practice from cross curricular subjects at all ages.</p> <p>Staff feel confident in sharing and discussing their pupil's work.</p> <p>Teachers use a shared understanding of progression within the curriculum (e.g. based on "statements of what matters" and progression steps) to assess pupils' work consistently.</p> <p>Clear evidence of progress over time is identified and discussed using real pupil work, including how pupils apply knowledge and skills in increasingly sophisticated or independent ways.</p> <p>Professional dialogue reflects challenge, support, and consistency, with teachers justifying their judgements and learning</p>	<p>Staff time to attend meeting and to visit each other's schools as appropriate.</p>	<p>Links to Maelor School priorities and national agenda for skills development.</p>

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				<p>from each other's perspectives.</p> <p>Next steps in learning are identified for individual pupils or groups, with agreed actions to support further progress.</p> <p>Teachers reflect on implications for planning, teaching, and assessment, including how to adapt provision for those making slower or faster progress.</p> <p>Documentation or notes from the session capture key learning points and agreements to inform future moderation and whole-school practice.</p>		

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## Expected Outcomes after implementing this priority:

(These should highlight the improvements or progress which show the priority has been a success, should refer to pupils' progress or impact on standards as well as provision, should be measurable and specific, using Estyn terminology).

- 1) Teachers develop and apply a shared understanding of progression within the curriculum to assess pupils' work confidently and consistently.
- 2) Pupil work is used effectively to identify clear evidence of progress over time in knowledge, skills, and understanding.
- 3) Professional dialogue supports challenge and collaboration, leading to more consistent judgements across classes and phases.
- 4) Teachers agree on next steps for learners based on assessment of progress, with a clear focus on improving outcomes.
- 5) Moderation informs future planning, teaching, and assessment approaches, particularly for pupils not making expected progress.
- 6) Key reflections and decisions are captured to support whole-school consistency and future professional learning.

## DEVELOPMENT PLAN 2024-25

**Objective 2:** To develop a comprehensive induction programme comprising a variety of events and activities covering a wide range of subjects.



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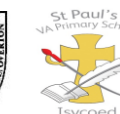
				<p>communication skills. Y3/4 pupils have developed familiarity with The Maelor School and its pupils.</p>		<p>Urdd Eisteddfod takes place in Anglesey in 2026.</p>
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<p>Cluster Eisteddfod All primary schools will choose two pupils from their schools to compete in the cluster Eisteddfod. The secondary school will be judges.</p> <p>Craft, Handwriting, 2 children to perform poem All sing National Anthem</p>	<p>Urdd poem to be used, a Maelor School pupil to record this and send to primaries to model the oracy KGS &amp; GGC to organise performance event</p>		<p>All Yr 5/6 to learn a Welsh poem chosen by the cluster. Pupil at Maelor to record a copy of the poem and share with cluster schools. Give pupils chance to compete to an audience. Pupils to meet other pupils and Maelor staff to judge and give pupils feedback.</p>	<p>Pupils experience Welsh through a different genre. Increase oral confidence using Welsh. Gain experience in performing.</p>	<p>Time for preparation and event. Costs of awards/medals and certificates of participation.</p>	
<p>Promote Expressive Arts Collaboration Among Schools Shared performance opportunities: -Whole school production dress rehearsal -Year 6 Christmas performances at cluster primary schools (tbc) - Cluster Expressive Arts workshop at Maelor school supported by GCSE music pupils.</p>	<p>Autumn Term or 2<sup>nd</sup> Half summer term</p>		<p>Children to write reviews of the performances and share them with The Maelor.</p>	<p>Initiate an expressive arts project that encourages students from different schools to work together for example on a mural.</p>	<p>Have a Go' fund – apply for funding</p>	

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<p>Sporting opportunities:</p> <p>Sports tournaments – football, mixed athletics,</p> <p>PE Leads in each school – to organise Football/Netball league</p> <p>Sports Y5 Festival Led by Maelor Sports Leaders</p>	<p>Cluster primary schools to decide which school is organising each event and dates tbc.</p> <p>Summer Term</p>					
<p>Y7 'Check-in' with Y6 teachers</p>	<p>KGS/NJW/ARP</p>	<p>2.45pm on Weds 22<sup>nd</sup> October 2025</p>	<p>Y6 teachers will then meet via Teams with HOY7 and NJW to feedback after the event.</p>	<p>Y7 pupils feel supported throughout whole transition period and are able to pass on their thoughts and feelings to familiar Y6 teacher.</p>	<p>Y6 teacher time</p>	

**Expected Outcomes after implementing this priority:**

**(These should highlight the improvements or progress which show the priority has been a success, should refer to pupils' progress or impact on standards as well as provision, should be measurable and specific, using Estyn terminology).**

- 1) Many pupils become more familiar with the staff and environment of The Maelor School, developing an array of skills, such as STEM and Science week, performance skills, sporting skills.
- 2) Many pupils have the opportunity to meet peers from cluster schools in order to develop familiarity prior to transitioning up to secondary school.

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