Monmouth Cluster Transition Policy

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Document History			
Version	**Date (M/Y)**	**Reviewer(s)**	**Note of Revision**
v1	01-22	CK & HTs	New policy approach
v2	04-22	VE, CJ, JC, RG	Reference to CfW. Transition for all.
v3	05-22	HTs	Reference to LNF/ DCF. Change of referencing portfolio development to professional dialogues
v4	11-22	PN and HTs	Additional review: New 2022 Transition Regulations
v5	01-24	PN and HTs	Annual review. MCS roles updated; minor adjustments
v6	10-24	SPE and HTs	Annual review. Minor updates & corrections. Re-presentation of form group construction, p.9.
v7	09-25	SPE & HTs	Annual review: minor updates to enhance clarity and the addition of small form group provision.
v8	10-26	SPE & HTs	Dates updated, additional information on assessment

Purpose

The purpose of this Transition Policy, as captured by the Curriculum for Wales framework, is to "… *support and improve links between secondary schools and feeder primary schools with a specific focus on working together to support coherent learner progression, support the overall needs and well-being of the learner and ensure appropriate pace and challenge in a school's approach to progression*…"

This policy conforms to The Transition from Primary to Secondary School (Wales) Regulations 2022 [https://www.legislation.gov.uk/wsi/2022/566/contents/made] and is supported by our cluster work on developing and maintaining a Shared Understanding of Progression.

The policy sets out how the Monmouth Cluster will work together to realise our aims. It summarises our agreed approach and supports leaders, teachers, Governors, learners and parents / carers. It has been jointly drawn up and agreed by Monmouth Cluster of schools and their governing bodies.

The Cluster comprises of:

- Monmouth Comprehensive School (Secondary)
- Trellech Primary School
- Overmonnow Primary School
- Cross Ash Primary School
- Usk Church in Wales Primary School
- Osbaston Church in Wales School
- Raglan Church in Wales Voluntary Controlled Primary School
- The Federation of Kymin View and Llandogo Primary Schools

This policy is for the 2026-27 school year with learners transitioning to new schools in September 2027.

Policy Aims

1. To promote the continuity of learning between settings, classes and year groups through the transition process.
2. To ensure the academic and social, emotional and well-being needs of every learner is understood and supported through the transition process.
3. To prepare, support and enthuse all learners in readiness for the next stage of their learning journey.
4. To share safeguarding practices to secure learner safety and well-being.
5. To provide learners and their families with information, guidance and support about the organisation, expectation and structure of the learning establishment.
6. To provide clarity on roles and responsibilities.

Rationale

The four purposes set out in Curriculum for Wales provide our shared vision for every child in our care. In fulfilling these, we set high expectations for all learners, enabling acquisition of the knowledge, skills and experiences that will equip our young people for lifelong learning, employment and active citizenship.

The learner must be at the centre of the transition process. To be effective, transition arrangements need to support every learner along the learning continuum as they move between different groups, classes, years and settings. Ensuring the well-being of learners is integral to this process, recognising the needs of the individual, whilst supporting continuity and progression in their learning. A mutual understanding of learner progression is fundamental to this process. Knowing what a learner can do and what a learner needs to be supported or challenged must be shared.

Our cluster of schools holds regular professional dialogue to develop a '*shared understanding of progression*' both within and across our settings. As indicated by the CfW Framework, *"There is a clear link between the required transition arrangements to support Year 6 learners' transition to secondary school and the arrangements required under Curriculum for Wales to enable practitioners to develop a shared understanding of progression. When coming together to develop their understanding of progression, we envisage primary and secondary school practitioners will consider not only progression at Year 6 and Year 7 but the 3 to 16 continuum as a whole."*

There is a strong, collaborative and productive effort by our Cluster to develop a shared understanding of progression across the AOLEs, viewing the whole 3-16 curriculum continuum.

Understanding the needs of each individual learner will be shared through a range of methods. Assessment of learning, social and emotional well-being, strengths and development needs are essential in supporting successful transition, ensuring pupils feel safe, secure and supported, and continue to build upon prior learning to achieve their potential.

Review of Transition Plans

This policy, and the supporting documents of the Cluster Transition Plan, will be reviewed annually. The transition processes review will include the viewpoints from parents/carers, learners, teachers and support staff.

Reviews of the Plan at other times may occur if determined by the governing bodies or school management teams.

As per CfW Framework on transition, a review of the Plan will be necessary in any of the following situations:

- if a primary school becomes a feeder primary school of a secondary school which already has one or more feeder primary schools
- if the curriculum is reviewed under section 12 of the Curriculum and Assessment (Wales) Act 2021 (requirement to review and revise a curriculum of a maintained school and a maintained nursery school)
- if the assessment arrangements of either the primary school or secondary school made under the The Education (Arrangements for Assessing in the Curriculum for Wales) Regulations 2022 (legislation.gov.uk) are reviewed
- if the governing bodies of all of the schools concerned consider it appropriate to do so
- at the end of the period of 3 years beginning on the date on which the transition plan (or revised plan) was published

All reviews of the Plan will, "…*assess the plan's effectiveness in relation to continuity of learning, supporting learner progression, and supporting the health and well-being of each learner*." At all times we seek to evaluate how the transition process might be better managed.

Cluster Collaborative Working

As part of Curriculum for Wales, every school and setting has agency to develop a bespoke curriculum to meet the needs of their own school community. Monmouth Cluster are continuing to develop a common understanding of progression along the learning continuum, ensuring our pedagogy and principles of learning are aligned.

We recognise our learners will come together as they transition to both the primary or secondary phase of education, and the importance of ensuring a broad, balanced and progressive curriculum is fundamental. Through continued collaboration, we are building a shared understanding of progression across Areas of Learning. The benefits of collaborative working are undeniable; all schools have a clear picture of progression across the learning continuum, whether it is the journey the learner has been on, or where the learner is going.

As a cluster we are committed to this work, ensuring every learner is provided with the knowledge, skills and experiences that will support their next steps. Through continued collaboration, we strive to secure the continued progress of every learner. Although processes and procedures in a new setting, class or phase will be different, it is imperative the learner builds upon prior knowledge, skills and experiences.

This includes:

- Regular discussion and strategic planning for progression involving Senior Leaders and teachers.
- Fortnightly Head teacher meetings (Secondary/Primary) take place to review process and strategic plans.
- Regular meetings between ALNCos within cluster on approaches and strategies to meet individualised needs.
- The support of the LA and other agencies in ensuring that learners with additional needs are supported;
- INSET training as appropriate
- Professional learning opportunities are planned for subject/ Area Leads to meet and discuss practice and developments.
- We are continuing to develop a cluster approach to digital competence to support progress and continuity of learning

To understand an individual learner's needs and provide challenge and support to overcome barriers to learning, a holistic picture of the individual must be understood and shared. The social and emotional needs of a learner are paramount in this process, enabling a smooth transition into the new class, group, phase or setting.

Open communication and sharing of knowledge ensure this information is known and understood. Individual learner progress and attainment provides further understanding of the learning journey through the continuum. This is used to support the transition through planning. To facilitate this, we are:

- sharing information about individual learner well-being, progress and attainment.
- using online personalised assessments and individual school-based assessment process to identify learning needs;
- using agreed GL assessment materials across all schools to enhance understanding of individual, group and cohort needs (undertaken in the summer term)
- using a bespoke cluster built 'school entry' baseline to ensure the needs of all learners are known and planned for
- ensuring professional dialogue within schools and across year groups within the cluster to support a shared understanding of coverage and progression along the 3-16 learning continuum.

Roles and responsibilities: Primary Phase

Headteacher

- Lead and manage transition procedures for the school.
- Oversee the transition of information between year groups and across settings.
- Ensure that learning is continuous and builds on the best practice.
- Monitor and evaluate the arrangements for transition.

ALNCo & Wellbeing Leads

- Ensure the needs of learners with Additional Needs are met during periods of transition so that they make continued progress.
- Collect, record and share information with appropriate staff through One Page Profiles, which transfer to ILPs at secondary school and IDPs.
- Work with the LA Inclusion Team, EPS and other external agencies to ensure learners with Additional Needs are supported through the process of transition.
- Work with the School Health Professional to ensure that medical needs are met and supported.
- Organise, record and share information about individual pupil learning and well-being needs at Y6 so that learning can be planned appropriately from transition at Y7.

Area / Subject Leads

- Collaborate with colleagues in curriculum design and implementation to support continuity of learning and sharing of best practice.

Teachers at the Point of Transition

- Work alongside the Headteacher in developing structures to support transition, planning and organising learning groups.
- Organise, record and share information about individual pupil progress so that learning can be planned appropriately to build on attainment and provide sufficient challenge.
- Organise, record and collect pastoral information so that a pupil's mental health and emotional well-being needs can be met.
- Provide well-being support to all learners during transition and act as a means of communication between home and school.
- Facilitate and support induction activities.

Roles and responsibilities: Secondary Phase

Assistant Headteacher i/c Curriculum for Wales

- Lead and manage Y6-7 transition procedures for the school.
- Oversee the transition of information from Y6, along with the relevant Head of Year.
- Ensure that learning is continuous and builds on the best practice from primary to secondary.
- Evaluate transition arrangements regularly.

Head of Year

- Work with the AHT i/c Curriculum for Wales leading to manage Y6-7 transition.
- Maintain effective relationships and dialogue with colleagues across primary and secondary schools.
- Organise, record and share information about individual pupil learning and well-being needs at Y6 so that learning can be planned appropriately from transition at Y7.
- Work with the Wellbeing Team and Healthcare to ensure that medical needs are met and supported.
- Plan and organise Learning Groups, alongside the AHT i/c CfW and ALNco.
- Plan and organise activities for the induction of learners and parents and carers into the school.
- Develop learning through 'Wellbeing' that builds on achievement at the primary phase.
- Review and monitor student progress through transition.
- Provide opportunities for training and development of member of the Transition team.

ALNCo

- Working with the wider inclusion team, ensure that the needs of learners with Additional Learning Needs and barriers to learning are known, understood and met during the period of transition and beyond.
- Support the team to work effectively with ALNCos within Cluster Schools in order to identify need and support requirements.
- Ensure MCS staff support person centred review meetings held at feeder schools for learners with IDPs or other statutory plans (from Year 5 onwards).
- Oversee the collecting, recording and sharing of information of learners with Additional Learning Needs and barriers to learning to all colleagues working with Y7 learners so that their learning can be planned at the start of the new academic year.
- Work with the LA, EPS and other external agencies to ensure learners with Additional Learning Needs are supported through the process of transition.
- Ensure the development of enhanced transition plans for learners with ALN, where this is required, alongside the Lead for the SRB and Y6 ALNCos / class teachers.
- Support the planning and organisation of class groupings with HoY.
- Assist the HoY in planning and organising events for induction.
- Monitor and review the transition of learners with ALN with relevant postholders.
- Review the transition process with parents through ILP review meetings.

Subject Leaders

- Develop effective practices to ensure the successful transition of learners from Y6 to Y7 within their subject area.
- Promote teaching that provides appropriate challenge and builds upon prior learning.
- Ensure that subject teams use the information provided on ILPs and IDPs so that learning can be planned effectively.
- Engage with activities to develop a 'Shared Understanding of Progression' within school and across schools. This supports smoother transitions and outlines the expectations for student progression.

Literacy, Numeracy and Digital Competency Coordinators

- Develop learning and teaching across the curriculum that builds on knowledge and experiences gained through the Primary phase.
- Monitor and review progress of all learners.

Year 7 Form Tutors

- Work alongside the Head of Year in developing structures to support transition.
- Provide pastoral support to all learners at a time of significant change and act as a means of communication between home and school.
- Take part in all induction activities.
- Monitor and review the progress and well-being of all learners in their group.

Wellbeing team

- Wider wellbeing, safeguarding and support teams identify students to work with, including holding sessions with students prior to a September start and then throughout.
- Wellbeing support discuss students with wellbeing or behaviour needs and support that can be offered during induction period and beyond.

Subject Teachers

- Work with the subject lead to develop successful transition procedures.
- Plan and deliver learning that builds on prior attainment achieved in previous phases.
- Use the information collected from Year 6 and shared through ILPs, IDPs and Learning Reviews to support all learners achieve their potential.

Transition through MCS

- Head of Year (HoY) will work alongside the wellbeing team to identify students with wellbeing, behavioural and attendance issues and put appropriate interventions in place.
- HoY will track, monitor and evaluate students' progress in interventions.
- Pastoral Leadership Team meetings take place to discuss Health and Wellbeing AOLE, transition points throughout the year, and to share information to facilitate planning for the next academic year.
- Wellbeing information shared with relevant persons through MCS systems of communication.
- HoY and Wellbeing Coordinator to map themes that occur in our Wellbeing lessons from Y7 to Y13, ensuring coverage of all aspects of H&WB AOLE, RSE, CWRE, pathways and other identified elements.
- HoY will endeavour to supply comprehensive support as students move through their secondary education including subject, career and further education choices.

Form Group Construction at MCS

We are an inclusive, community secondary school with an overall principle of developing inclusive and balanced form groups, allowing for relational and academic progress. This considers the needs of the students gathered from their primary schools and our structures. Our policy is to place students in form groups that meet their learning and pastoral needs; *it is not our policy to place students in forms in friendship groups*.

Children joining MCS at age 11 are with us for many years, most are still here as they enter adulthood; thus, the form building process is forward-looking. Our aim is to support secure transition, whilst allowing students to develop and build new relationships. Our 'Form building' process can be typically summarised as follows:

- **Consideration of specific students or groups that may require additional support**
  Ensuring that those students requiring additional support can be catered for effectively.

- **Primary school attended**
  A fair spread of all primary schools represented in each Form group.

- **Balance across the forms**
  Approximately equal numbers of students in each Form and, within reason, a balance of academic potential and sex/gender.

- **Social, emotional, mental health and behavioural needs**
  From data gathered from meetings with primary colleagues, working to carefully balance the range of other needs and the support on offer.

- **Potential positive or negative learning relationships**
  This seeks to consider the strongest combination to support the new form groups learning, after previous factors have been considered.

Meetings between primary school and the HoY discuss each child coming to MCS and their individual learning needs. Each child is placed in a mixed ability Form with students from the range of primary schools, providing this best meets their learning needs. We try to ensure a good mix of students with different interests, abilities and personalities that will be conducive to a good learning environment for all.

Every child will be put in a Form with a child from their primary school where possible. If they are the only child coming from a primary school, we will try to place them with another child they know.

For some students, moving to secondary school is a particular challenge. For these students, we offer a small Form provision. Students for this are identified by our ALNco and HoY through the discussions between primary and secondary. The group accesses all curriculum areas, and has a reduced number of teachers to provide a more gradual change into secondary education.

For timetabling reasons, we divide Forms into two 'bands'. All Form groups are based on mixed ability grouping. Individual subjects may reorganise their groups according to ability, when appropriate.

At MCS we value everyone as individuals and enjoy getting to know each person's individual character, personality and learning styles. We know that twins often spend most of their primary school life in a class with their twin and want to offer an opportunity for twins to form their own identity with the school community. Therefore, we will usually put twins in different form groups.

Induction Activity

Induction at Primary School

Whilst two of our cluster primaries have nurseries, the majority do not. It is therefore imperative the arrangements to support our youngest learners are well planned, facilitating a positive and successful transition into Reception.

Activities include:

- Open days for prospective families.
- Welcome meetings for parents to share information.
- Reception class teacher meetings with pre-school providers/ nursery teachers.
- Visits to pre-school settings/ nurseries to meet pupils.
- School Entry Planning Meetings with LA, parents and school for pupils with ALN.
- Transition mornings/ afternoons/ sessions to familiarise with the school and teachers.
- Welcome events for new families.

Induction at MCS

- Induction programmes at Cluster Schools.
- AHT i/c Curriculum for Wales, MCS ALNCo, HoY, Wellbeing team visit Primary schools to meet with Headteachers, ALNCos and Year 6 teachers.
- IDPs reviewed with the Additional Needs Co-ordinator / Lead for the SRB.
- Monthly communication with prospective students / parents through March to July.
- All Yr7 learners are assessed in September via GL Assessment CAT Level D and NGRT.
- Yr7 are part of MCS RAP Meetings, to share information about learning approaches and review the progress of all learners.
- Success of the transition to MCS is reviewed by HoY during term 1 of Year 7.
- Induction activities at MCS: Open Evening, New Entrants' Evening, Taster Days, Induction Day, Induction Day, Yr7 'First Steps' parent-tutor contact.
    - New Entrants' Evening formally welcomes new students and parents to MCS. They spend an hour at MCS: students with their form groups and parents in presentations from SLT.
    - Taster Day: learners are provided with a series of lessons at MCS.
    - Induction Day, at the start of Y7, is aimed to support learners to become comfortable in their new school. They learn their way around and about school expectations & processes.
    - A Year 7 parent-tutor contact evening is held early in Y7 for parents/carers and learners to meet their form tutor to discuss the transition process and check on wellbeing.

Information Sharing for Yr6 – Yr7 Transition

As a learner moves into their new setting, information needs to be shared. This is completed securely and confidentially.

- Electronic transfer of pupil information to include present attainment including attendance, well-being and behavioural needs to support teachers in meeting the needs of each student.
- One Page Profiles and Individual Development Plans are used to collect and transmit information on all learners who are Universal Plus, Targeted, ALP, Health Care Plan to support teachers in meeting the needs of each student.
- Discussions / meetings with all Year 6 teachers and ALNCOs in the Primary School to ensure that learners with additional needs are fully supported.
- The ALNCo meets with pre-school staff/ nursery teachers, LA Team and parents to ensure learners with additional needs are fully supported through School Entry Planning meeting.
- The School Healthcare Professional or ALNCo collects and organises information about Health matters for all pupils transferring to Year 7.
- One Page Profiles of pupils in Yr 6 are produced for teachers in Yr 7 in the term prior to transfer.

This policy was approved by the Governors

Signed: …… Chair of Governors

Date: ……

Signed: …… Headteacher

Date: ……