



# The Willows Way



**WILLOWS**  
HIGH SCHOOL

**BELONG, *believe*, ACHIEVE**  
**PERTHYN, CREDU, LLWYDDO**

## Willows Cluster Transition Policy

## **Introduction**

The Willows Cluster incorporates the following schools: Tremorfa Nursery School, Baden Powell Primary School, Tredegarville CW Primary School, Moorland Primary School, Stacey Primary School, Adamsdown Primary School and Willows High School.

Some children in our schools make transitions to schools outside of our cluster. Nevertheless, this document sets out our vision for transitions within the Willow Cluster and the work that we do together to ensure a shared understanding of progression in learning.

Children experience many different types of transition in their lives, many of which can be hard from them. This document refers to the transition from home to school, between different year groups within the same school and the transition to another school.

## **Aims**

- To work together as a group of schools to share in the building of an educational philosophy in which no partner is any more or less important than the other
- To ensure a smooth transition from nursery to primary school and on to secondary school
- To identify and support pupils who may find transition difficult
- To develop a shared understanding of progression from 3-16 years
- To develop a shared understanding of the Curriculum for Wales and assessment framework
- To ensure that pupils and their families are fully informed and are part of the transition process.

## **Managing and co-ordinating transition**

- Each school has appointed a Senior Leader to lead and manage transition arrangements
- Transition co-ordinators will produce and publish a transition action plan which identifies priorities, targets, tasks, resources and how monitoring and evaluation will take place
- Transition co-ordinators will meet once a term to review progress and identify any issues
- Children joining the primary schools from Tremorfa Nursery School will have the opportunity to visit and spend time in their new setting prior to joining. The primary schools will provide the nursery school with dates for the 'stay and plays' in a timely fashion.
- All the primary schools recognise the crucial importance of transition for children first joining the education system. Staff are aware of Welsh Government training materials on transition which can be accessed via Hwb
- Each school will arrange for pre-school admission to be done in different ways but all will meet with families in advance, some in the home and ensure that appropriate information is shared
- Schools ensure that confidential pupil files are sent to receiving schools in the Summer Term

### **Building a shared understanding of progression**

- All cluster schools are participating in regular meetings looking at progression of key concepts outlined in the Curriculum for Wales
- Opportunities are given for staff from different schools and in different phases to visit each other and observe learning
- Shared twilight sessions will be organised to develop a shared understanding of the Curriculum for Wales
- Shared 'book looks' across cluster schools enables teachers to develop their understanding of what learning looks like at different phases of the 3-16 continuum
- Sharing of assessment policies across the cluster schools is enabling a more joined up approach to assessment and a commonality across cycles of assessment
- The cluster will seek to develop a 'learner profile' which can follow a child's learning journey through the cluster
- Nursery stay and plays

### **Sharing information**

- As a cluster we are committed to moving beyond the sharing of data to sharing the 'story of the child' in a more holistic sense
- The transition co-ordinator from WHS will meet with each year 6 teacher to discuss the wellbeing, learning, and barriers to learning of each individual child.
- The transition co-ordinator from TNS will meet with each reception teacher to discuss the wellbeing, learning, and barriers to learning of each individual child.
- Where appropriate, a separate transition plan may be written for individual pupils. Enhanced transition is also offered to groups of learners.
- The cluster ALNCOs work together on a regular basis and will meet to discuss the needs of individual children. Information on children with IDPs and those identified as vulnerable will be shared to enable needs to be met
- Class teachers, transition co-ordinators and school-based counsellors are able to contact the Head of Year at Willows to share concerns about emotional and mental health
- Willows High provide a contact directory so that primary school can ensure information is passed on to the appropriate person

### **Reviewing and monitoring the policy**

- The transition plan will be monitored annually by the transition co-ordinators
- Pupil and parent's views on the settling in process will be sought through school-based questionnaires