

Transition Plan

September 2026



The purpose of this transition plan is to explain the systems and processes in place to support all students in the Caerleon Cluster with their transition to Caerleon Comprehensive School.

This plan has been constructed jointly by the leadership teams and governing bodies of: Caerleon Comprehensive School, Lodge Hill Primary School, Langstone Primary School and Charles Williams Church in Wales Primary School.

This transition plan was first effective for the Y7 cohort of September 2023 and was published on 1st March 2023.

This plan is reviewed yearly in the summer term and updated as relevant. It is published on each school's website in the Autumn term after consultation for governing bodies.

Coordination of transition:

At Caerleon Comprehensive School, transition is coordinated by Mr Anthony Gardner, Assistant Headteacher.

Transition activities begin when students reach Year 5 of their respective primary schools. Students visit Caerleon Comprehensive School regularly in Year 5 and 6, to attend concerts and shows for example, and familiarise themselves with the setting.

The well-established cluster carol concert is a community event involving students from the primary schools and Year 7 students from Caerleon Comprehensive School.

In Year 6, students who are offered a place at Caerleon Comprehensive School visit to also experience lessons and attend more teaching and learning/curriculum focused activities, after Easter.

There is a parents' evening in the summer term for all students offered a place at Caerleon Comprehensive School. Students also experience a 'Moving Up Day' where they are placed with their form tutors and experience lessons in these groups for the day.

The Head of Year Seven visits the Year 6 students in their primary schools in the summer term.

A meeting is held about each student who has a place at Caerleon Comprehensive with key members of staff from the comprehensive and the Year 6 teacher from the primary school. This is to pass on important information, in relation to both academia and wellbeing.

The Y6 picnic and disco are also important transition events for students' wellbeing.

Continuity of Curriculum and Teaching and Learning:

Continuity of curriculum and teaching and learning is achieved through close cluster working through the following groups, where curriculum design and consistency of pedagogy is focused on frequently:

- Half termly cluster Headteacher meetings

- Regular AOLE planning meetings involving staff from the primary and secondary phases

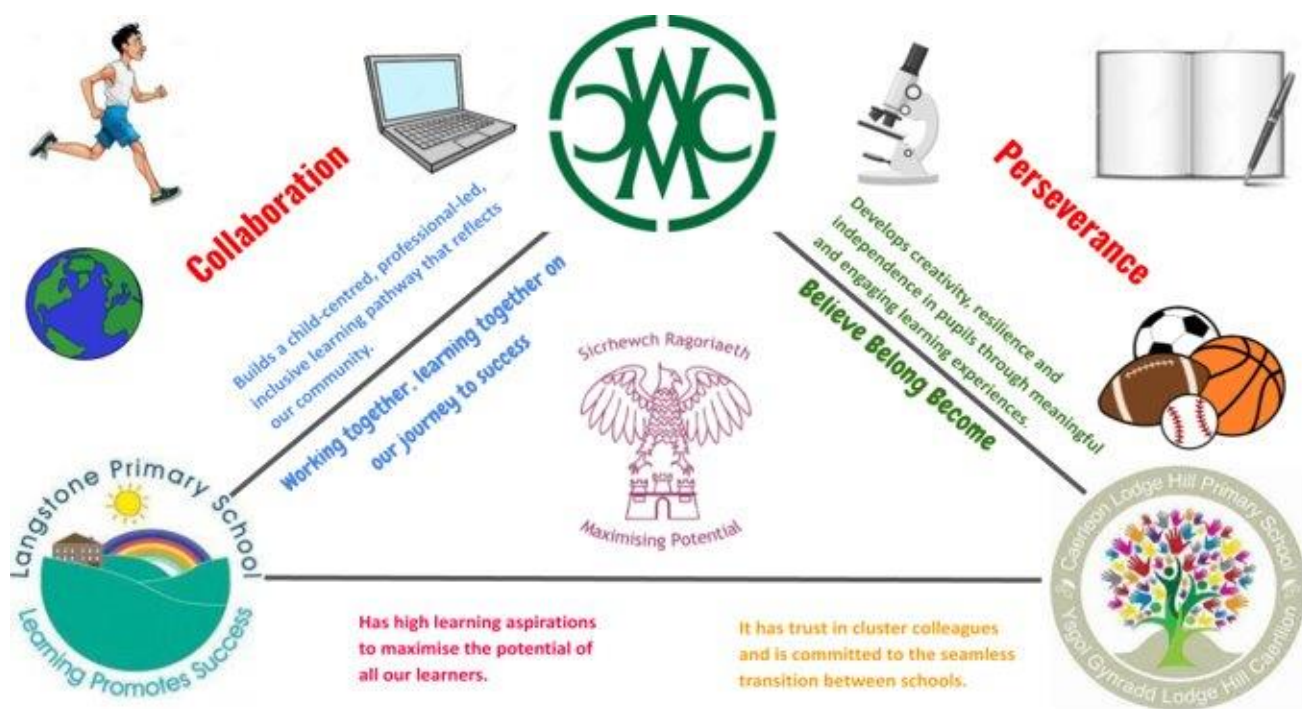
In these meetings (cluster and AOLE) we plan for events and activities to aid the seamless transition of learners, with a focus on standards, outcomes and wellbeing. The progression of learners through the 3-19 curriculum is paramount and is the focus of AOLE meetings throughout the year.

A cluster curriculum vision and action plan form the agenda for a significant part of each of the above meetings.

Each school has their own policies linked to teaching and learning, that are regularly discussed and reviewed within each of the above meetings.

Continuity of Curriculum and Teaching and Learning within each AOLE:

Caerleon Cluster Curriculum Vision:



Our Curriculum Pledge as a Cluster:

We pledge that all learners will:

Maximise their potential, making good progress across the curriculum.

Develop a growth mindset.

Understand the importance of metacognition – thinking about thinking.

Understand the importance of self-regulation.

Use formative strategies to discuss their learning, their progress and their next steps

Adhere to success criteria.

Have adequate time to address next steps/challenges set and receive in the moment feedback which supports progress and develops well-being.

Understand their Rights.

Student progression:

A focus on student progression is essential for a smooth transition between settings. This is achieved in the Caerleon cluster through the work in the aforementioned cluster groups. In AOLE teams we:

- Share good practice via team teaching;
- Look at books and assessments, standardising and moderating;
- Conduct enhanced transition for individual students;
- Meet and discuss individual students to focus on their progress, targets and wellbeing;
- Create plans to support the progress of individuals in relation to academic outcomes and wellbeing;
- Share information on Edukey;
- Meet regularly as an ALN team to discuss individual students and strategies, as well as reviewing key documentation.

Reporting within the Cluster:

Work has been completed (via the focus in previous cluster transition plans) to ensure consistency of reporting within the cluster to support progression into Y7.

Learner needs and wellbeing:

In addition to the transition activities in the 'coordination of transition' section, there are specific and supportive actions for ensuring learner needs and wellbeing are at the heart of transition. For ALN students the following is planned:

- The comprehensive school ALNCO contacts parent/carer of any student on their school's ALN register. This is to ensure the parent/carer passes on key information and is satisfied with the plans being put in place for their pupils.
- The ALNCO attends every meeting about every pupil transitioning to Caerleon Comprehensive so that all those with extra needs can be identified and accommodated.
- The ALNCO arranges extra visits to and from the school for any pupil identified as needing extra support.
- The ALNCO attends annual reviews of any pupil offered a place at Caerleon Comprehensive School.

The schools work closely together to identify pupils with particular wellbeing needs and plan collaboratively to ensure these are met during the period of transition.

Shared Professional Learning within the Cluster:

Each year, the cluster holds a collaborative professional learning (INSET) day. In 2026, we will be focusing on leadership and teaching of reading with all staff within the cluster.

Evaluation of this Plan:

This plan will be evaluated in cluster heads meetings on a yearly basis to ensure our objectives are achieved and that transition is effective and supportive for students and their families. Each year it will be considered as to whether the plan is rolled forward and/or amended as necessary. The plan is agreed by governors in the Autumn term. Each school will publish on their website the new/rolled forward/amended transition plan in the Autumn term.

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve

people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.