

# Learning with purpose: supporting transition along the 3-16 continuum

## Curriculum for Wales will roll out in schools and settings from September 2022.

Transition along the 3-16 continuum is an essential part of supporting learner progression. The learner should be at the centre of the transition process. Effective transition is about supporting all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. When schools and settings design and review their curriculum, they should consider what arrangements can be put in place to ensure effective transition. This includes developing and embedding a robust and effective process for the transition of learners along the 3 to 16 continuum. This should be an ongoing process that recognises the diverse needs of all learners and supports each individual in their learning journey. Consideration should also be given to any curriculum and assessment planning that takes place across the cluster. Further guidance on supporting learner progression along the 3-16 continuum can be found [here](#).



### The Administrative Bridge

What processes do you have in place for effective and robust administrative arrangements to ensure that learner records are transferred easily and efficiently between schools and settings? (e.g. Common Transfer File (CTF), Cluster Transition Plan, data exchange processes, communication with parents/carers, meeting structures, transition evaluations etc.)



### Social and Personal Bridge

What processes do you have in place to encourage positive relationships, connections and familiarity between schools and settings? (e.g. Open days/evenings, joint social events, peer mentoring, specialist visits, induction days, effective pastoral systems, bespoke support for vulnerable groups etc.)



### Curriculum Bridge

What processes do you have in place for the continuity in curriculum and assessment design and the establishment of a shared understanding of progression to build on prior learning across and between schools and settings? How is the cluster developing thinking along the 3-16 continuum? (e.g. meeting structures, collective planning time, shared staffing, joint learner projects, learner profiles etc.)



### Pedagogical Bridge

What processes do you have in place for the continuity in learning and teaching practices across and between schools and settings? (e.g. cross phase professional support and dialogue, shared approaches to curriculum and assessment design, cluster professional learning, meetings structures, cross phase team teaching, secondments between schools etc.)



### Autonomy and Managing Learning Bridge

What processes do you have in place that support learners to be active participants of transition processes? How do processes encourage learners to develop confidence and to take ownership of their learning? (e.g. one page profiles, learner portfolios, shared understanding of learner progression, shared approaches towards curriculum and pedagogy that encourage learner effectiveness towards the four purposes etc.)