



Woodchurch High School

Induction Evening 2026

Mr M Canham, Headteacher

Let your light shine before others
Matthew 5:16

Primary Transition Aims

01

To reduce anxiety and build confidence.

02

To introduce our ethos, culture and values.

03

To ensure academic continuity.

04

To promote social integration.

05

To support emotional wellbeing.

06

To engage parents and carers.

07

To develop independence and resilience.

08

To monitor and follow up.



Woodchurch High School

Mrs L Burton

Assistant Headteacher

*Let your light shine before others
Matthew 5:16*

What makes our school different?

Jesus said:

“Let your light so shine before others, that they may see your good works and glorify your Father in heaven”

Matthew 5:16



“The school vision drives its strategic direction and positively impacts on the daily lives of students and staff to ensure they thrive.”

— SIAMS Report 2024

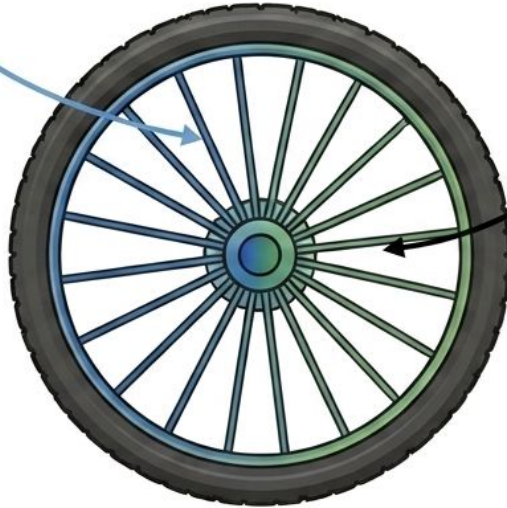
Jesus said: *“Let your light so shine before others, that they may see your good works and glorify your Father in heaven”* Matthew 5:16

Spokes -

School Values,
The Good works

We can all choose to show through our thoughts, words and actions

- Justice
- Endurance
- Service
- Wisdom
- Forgiveness
- Compassion
- Hope
- Thankfulness
- Integrity
- Humility
- Trust



Hub -

School Vision
Matthew 5:16

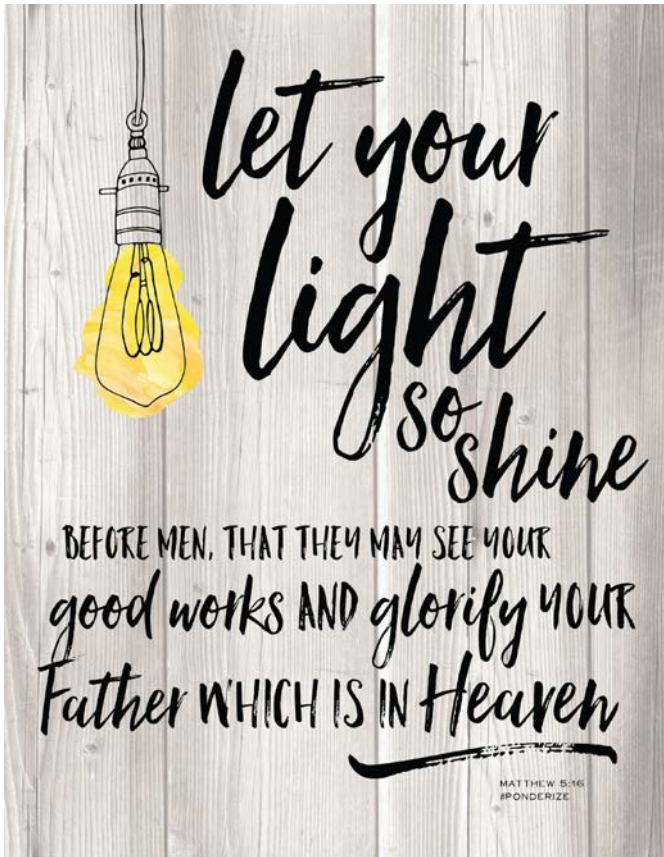
What holds us together as one community

Tyre -

School Culture

How we live out our school vision and how the values play out in practice

This bicycle wheel diagram illustrates how our vision, values, and culture connect to form our school ethos.



How are our vision and values are shared in school?

During Assemblies

Form time collective worship

By the example of our community

Built into our lessons

Charity work

Through rewards and leadership programmes

Our vision and values provide us with a means to:

Ensure everyone feels included

Offers strong pastoral support

Provide opportunities for reflection

Encourage strong relationships

Promote justice, truth and compassion for all people

Celebrate the diversity within the school family

“The well-being of students is at the heart of the school purpose. Staff build strong and nurturing relationships so the pupils can flourish in an inclusive culture”

— SIAMS Report 2024



Woodchurch High School

Ms K Griffiths

Deputy Headteacher

*Let your light shine before others
Matthew 5:16*

“An outstanding programme” - Local Authority and local primary schools

25

Transition Team

Comprising senior and middle leadership, and inclusion team

50+

Schools Visited

Primary schools visited

Vulnerable Pupil Support

Enhanced transition programme for our most vulnerable pupils.

150+

School Visits

Over 150 visits school

140

Local Pupils

From our most local 6 who have been part of a two year programme

Guaranteed Induction Visits

After Induction Day, every child has had the opportunity to visit at least once.



Transition & Induction Timeline



1. EARLY PREPARATION

Year 5 - Autumn Year 6

- Information sharing begins
- Programme of Taster Sessions
- Early identification of needs

Spring Term Year 6

- Schools allocated
- Headteacher letter to parents
- Transition Team formed
- Transition strategy shared
- Letter to Headteachers
- Transition Visits (vulnerable)
- Partnership Projects

2. SUMMER TRANSITION

Summer 1 of Year 6

- Transition Visits begin

Summer 2 of Year 6

- Transition Visits finished
- Pupil Transition Visits
- Peer visits: learning Induction
- Extended Transition (SEND)
- *Lone Pupil Day*
- Induction Day and Evenings

3. WELCOME & AUTUMN

Summer Holidays

- WHS Video Diaries
- Welcome packs
- Learning homework packs

Autumn Year 7

- Induction Week
- Early Check-Ins
- *Struggling to Settle Support*
- *Curriculum Evenings*
- *Form Tutor Evening*
- Primary Headteachers' Tea Party

4. ONGOING YEAR 7

Year 7 Support

- Regular Check-ins
- Termly assessments
- Transition Pupil Voice
- Extra-curricular Involvement



Photographs from the Early Transition Process

“We just wanted to pass on our thanks to the staff at WHS. Year 5 have been at your school for the last two days and the workshops offered to them were honestly incredible. Our staff and children couldn't speak highly enough of the sessions.”

- Primary Deputy Headteacher

“Thank you so much - [our staff] said the [MFL] session was AMAZING so huge thanks to all those who made it happen.”

- Primary Headteacher



COMMUNICATION BUILDS TRUST

We're partners in your child's journey.



Let's start
by talking



Together we
build trust

We listen. We respect. We work together.
We're on the same team, working for the same child.

Whenever possible, let's start by talking.

Our Partnership & Shared Values



We Are A Team

School and parents are not on opposite sides. Working together is how we support your child's journey.

Our Shared Goal

Let us raise together, responsible, respectful, honest and kind pupils.

Why We Reach Out

If we reach out, it's never to complain. It's because **your child matters** to us.

Patience & Trust

If your child arrives home with a version of a story, please be patient. They have many layers. Listen, ask questions and trust that **we want what is best**.

Guidance & Growth

Discipline is not punishment. Guidance is not negativity. Sometimes the hardest conversations are the most important ones.



Woodchurch High School

Mr P Smith

Attendance Lead

*Let your light shine before others
Matthew 5:16*

Attendance Team



Mr P Smith

Attendance Improvement Lead



Mrs L Jones

Deputy Attendance Improvement
Lead



Miss L Malam

Attendance Officer

Whole School Responsibility

Form tutors / Pupil Progress Leaders / All staff

Benefits of regular attendance



Better Outcomes

Regular school attendance (attending every day the school is open) directly leads to better academic outcomes.

It improves a child's **life chances** by providing crucial opportunities to develop **socially, morally and spiritually**.



Strong Partnership

A positive, supportive relationship between school and parents or guardians is fundamental to our approach.

By working together, we enable our pupils to succeed, thrive, and reach their **full potential**.

Ask for Support

"No child is born with the DNA to avoid school, something happens on their journey."



How We Work Together

- Work with us to find solutions
- Ask for help and support early
- Be honest about the challenges



Our Approach

Each pupil is dealt with on an individual case-by-case basis.

We take an extremely supportive approach, only in some cases do we seek education penalty notices.

Contact us on attendance@woodchurchhigh.com



Woodchurch High School

Miss N Undery

Year 7 Pupil Progress Leader

*Let your light shine before others
Matthew 5:16*

Year 7 Vision

Build, Belong, Become.

Strong foundations build *bright futures*, where you can shine.



BUILD

Build trust, resilience,
habits and foundations.




BELONG

Belong to our
WHS community.



BECOME

Become your
best self.

 **Matthew 5:16** “Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.”



Woodchurch High School

Mr A Smith

Assistant Headteacher

*Let your light shine before others
Matthew 5:16*

Uniform Purchase

Our school uniform supplier - Design and Stitch Schoolwear - will be in the school sports centre on Tuesday 21 July 2020, between 10am - 3.00pm for all your uniform purchases.

Appropriate social distancing measures will be in place throughout the day.

If you cannot make this date, please remember Design and Stitch's shop is open every day and online purchases can also be made:

Uniform Purchase
Design & Stitch Schoolwear
Tarran Way South
Moreton
CH46 4TP

Tel: 0151 665 0088

www.wirralschooluniforms.co.uk

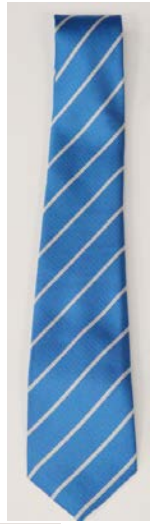
Parents are reminded some other retailers do not supply the correct school uniform for Woodchurch High School, as specified in our uniform policy.

[Summer Learning Packs](#)

[^
TOP](#)

School Uniform







PE (indoor)





Boys' PE (outdoor)



PE



PE



Acceptable footwear





Unacceptable footwear







Hair and piercings

Mobile telephones/smart watches

Corridor Conduct

Drinks

Behaviour Curriculum

Our Core Vision

The Vehicle for Character

A vehicle to allow us to teach our pupils the behaviours that we want to see in school and in the local community.



Scope & Frequency

Taught in every area of school every day

Embedded deeply within our daily schedule to guide student growth in all environments.

Our Behaviour Curriculum

To make the most of your gifts and talents

Be Ready	Be Respectful	Be Safe
<ol style="list-style-type: none">1. We arrive at school on time, every time.2. We get to lessons on time.3. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.4. We make sure we have the right equipment for the day.5. We take part fully in lessons and show endurance.	<ol style="list-style-type: none">1. We always listen when an adult is talking.2. We always listen to pupils in our class giving ideas and feedback.3. We are polite and show good manners to everyone.4. We respect differences and know we are all equal.5. We look after our equipment and share it.6. We look after our environment and never drop litter.7. We respect the law and the rules of school and society.	<ol style="list-style-type: none">1. We follow instructions -first time, every time.2. We do not tolerate bullying of any kind.3. We walk sensibly around our school.4. We line up sensibly.5. We know who to go to for help and support.6. We stay safe online and outside school.7. We use equipment safely.



let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Milestone BromCom Rewards



Targeted Awards



Scheduled Awards



To make the most of your gifts and talents. To flourish and to SHINE.



TIER 1 – BREACH OF STANDARDS




Led by teaching,
duty and support staff



some examples

-  Calling out
-  Off-task
-  Missing equipment
-  Minor uniform issues

Tier 1 Outcomes

- 5-10 min immediate detention 
- Formal detention (up to 30 mins) 
- Staged system 

TIER 2 – SERIOUS BREACH

Led by PPLs
(Pupil Progress Leaders)



some examples

-  Repeated disruption
-  Disrupting Tier 1 detentions
-  Persistent homework/equipment issues

Tier 2 Outcomes

- Centralised detention:
 -  30 minutes
 -  1x 1 hour
 -  2x 1 hour
 -  3x 1 hour
- 

TIER 3 – CRITICAL BREACH



Led by SLT
(Senior Leadership Team)



some examples

-  Defiance
-  Fighting
-  Vandalism
-  Mobile phone use
-  Truancy

Tier 3 Outcomes

- Night School (2-hour detentions) 
- Alternative provision 
- Suspension 
- Staged system 



Woodchurch High School

Mrs A Keegan

Assistant Teaching & Learning Lead

Let your light shine before others
Matthew 5:16

What our pupils can expect from us

01

Active Lessons

Challenging, engaging lessons where everyone participates

02

Individual Support

Support for individual needs

03

Regular Checks

To be tested on key knowledge regularly and to be supported where there are gaps

04

Growth & Feedback

Opportunities to apply learning and knowledge with feedback that will support them to improve and achieve their potential

What we expect from our pupils

01

Dedicated Study

At home we expect pupils to dedicate structured time to learning

02

Good Routines

Get into a routine from September: set evening times, quiet spaces, no phone distractions

03

Subject Sites

Utilise online tools and Sparx to study effectively (WHS Big 4 and LCWC)

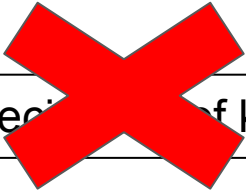
04

Active Recall

Practice recalling key knowledge and essential skills directly from memory

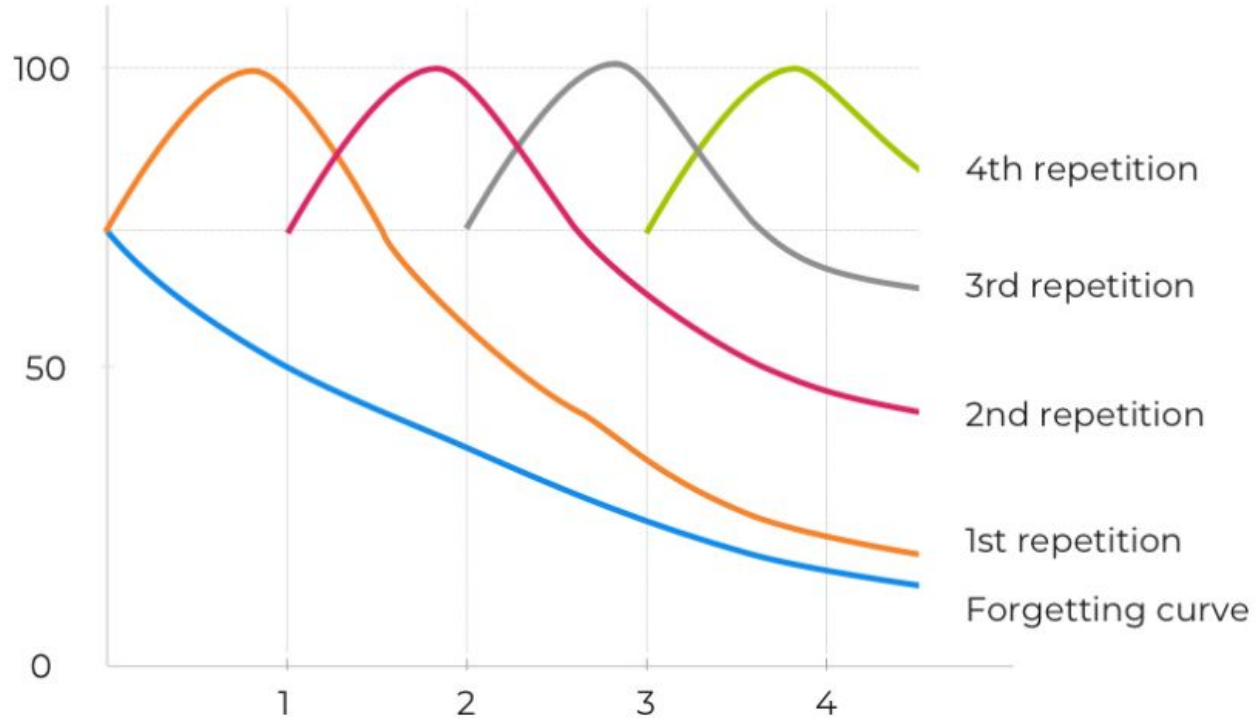
We Clearly Define Learning

"A lasting change in what pupils know, understand, or can do."



Passive reception of knowledge	Active participants in learning
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We Know Pupils Forget



We Structure Learning Simply

1. *Learning* Programmes
2. *Learning* Cycles
3. Personalised *Learning* Criteria

Y7 Autumn Term
Identity and Friendship

Block A: Context		Block B: Character	
The Victorian Era	(1837 - 1901) was a time of great change and development in science, culture and daily life.	Oliver Twist	The protagonist who tries his best to be a good person but is mistreated by almost everyone he meets.
Child Labour	Children as young as 4 were employed to work in mines, factories and as chimney sweeps. They worked long hours and often in dangerous conditions.	The Artful Dodger	A young boy who introduces Oliver to Fagin's gang. He is confident and cunning.
The Poor Law	The Poor Law Amendment (1834) meant that people who needed financial aid had to go and work in the workhouse.	Fagin	An old man who runs a gang of young pickpockets. He appears kind but is exploitative.
Workhouses	The conditions in the Workhouses were intentionally incredibly poor.	Bill Sikes	The antagonist who has been a criminal for many years. He is aggressive and abusive.
Charles Dickens	Was influenced by his own childhood. He wanted positive social change.	Nancy	Bill's girlfriend who tries to protect Oliver. She loves Bill but feels guilty about her life of crime.
Block C: Grammar		Block D: Subject Terminology	
Word classes	English has 4 major word classes: nouns, verbs, adjectives and adverbs.	Mood	The feeling created for the reader through description.
Fronted adverbial	An adverb or adverbial phrase at the start of a sentence. EG: As quickly as possible, she ran across the finish line.	Atmosphere	Feelings created by a setting or place.
Prepositional phrases	A prepositional phrase is a phrase consisting of a preposition, followed by a noun, pronoun or noun phrase. EG. Behind the stall, a child was crying.	Metaphor	A direct comparison between two things, which is not <i>literally</i> possible but suggests connections.
Tense	The tense of the verb tells us when an event or something existed or when a person did something. Past, present, and future are the three main types of tenses.	Simile	A comparison between two things using 'like' or 'as'.
Sentence types	The 3 main types of sentences are simple, compound and complex. Writers vary these to make their writing more interesting.	Zoom	A close description of a small detail in a setting or image.

...

4. Learning Homework

5. Independent Learning

The screenshot shows a website header with a background image of a man in a Victorian-era coat. The text 'Key Knowledge' is prominently displayed in white, with 'The Victorian Era' underneath it. In the top right corner, there are navigation links: 'Home', 'WHS Audio Library', 'SPAC', 'Year 7', 'Year 8', and 'Year 9'. Below the header is a teal navigation bar with four white links: 'Knowledge PLC', 'Learning Guide', 'Vocabulary', and 'Grammar'.

I need to know about...



Charles Dickens

The Author

What must I know?

1. Charles Dickens was a passionate **social reformer** - he wanted social change.
2. Dickens was **greatly affected** by his father's poverty. When his father was imprisoned, he was sent to a **blacking factory** to work off his father's debt.
3. Many of his texts were written with a purpose to encourage **social change**.

YOU MAY WISH TO WATCH THIS VIDEO TO HELP YOU, INSTEAD OF READING THE INFORMATION.

How can I challenge myself to know more?

- Click [here](#) for a website with more information and pictures about Dickens' life and times.
- Click [here](#) for a biography of Dickens from BBC history.
- Click [here](#) for an animated story of Dickens' life.

A screenshot of a YouTube video player. The title is 'Charles Dickens'. Below the title is a video thumbnail showing a portrait of Dickens and a book. A play button is overlaid on the thumbnail. In the bottom right corner, there is a small notification: 'YouTube has updated its privacy policy. See how it affects you.' The video player interface is light blue.

We Try to Remove Distractions

We have **Signature Strategies** so pupils have consistent classroom experiences, regardless of the lesson they are in.

- Clear learning focuses
- Inclusive questioning - every voice matters
- Challenge for all
- Support and scaffolding with a plan to remove it
- Regular checking for understanding



We Report on Commitment to Learning

	Behaviour	Lesson Engagement	Homework	Independent Home Study
1	This pupil is highly committed to achieving well			
	Consistently behaves well. Is ready, respectful and safe	Actively engaged in lessons	Completed to a high standard	Is undertaken
2	This pupil is committed to achieving well			
	Behaves well. Is often ready, respectful and safe	Engaged in lessons	Completed to a fair standard	Is sometimes undertaken
3	This pupil's commitment to achieving well is inconsistent			
	Behaves inconsistently. Not always ready, respectful and safe	Inconsistent engagement in lessons	Homework completion/standard is inconsistent	Inconsistent or not undertaken
4	This pupil is not committed to achieving well			
	Too frequently, not ready, respectful or safe	Not engaged in lessons	Frequently not completed	Not undertaken

We Need You With Us on Learning

Pupils with involved families achieve higher grades, have better attendance and bigger long-term aspirations. (DfE)

Help us to make learning a priority by understanding that-

- You are the most important influence on your child's learning
- Routines and organisation matters
- Talk about *learning*, not just scores/marks/grades
- Challenge and support go hand-in-hand
- Attendance, punctuality and distractions cost
- Wellbeing supports learning



Woodchurch High School

Miss F Tynan

SENCo

*Let your light shine before others
Matthew 5:16*

Meet the Inclusion Team



Miss F Tynan
SENCO



Mr Gareth Simpson
Social Inclusion Officer
CSI

Mr G Simpson
SEND Social Inclusion
Officer



Mrs C Goaten
SEND Teaching & Learning
Lead



Mrs D Murphy
SEND Teaching & Learning
Lead



Mr D Roberts
SEND Teaching & Learning
Lead

What your child can expect being part of our Woodchurch community



Welcome and Care

Creating a safe, warm, and supportive environment where your child feels valued from day one.



Values & Inclusivity

Fostering a school culture built on mutual respect, diversity, and equal opportunities for all.



Communication

Maintaining open, proactive, and clear dialog between school, pupils, and families.



Partnership for Success

Working in partnership to secure the best educational and social outcomes for children in our care.

Teaching Assistants



Our TA Team



A large, qualified team dedicated to supporting students, ensuring everyone feels included.



SEND PE Coordinator



A dedicated coordinator enhancing physical education and enrichment opportunities for all pupils.



Faculty Integration



TA team attached directly to subject areas to utilise specialist skills, qualifications, and experiences.



Learning Experiences



Enhancing the educational journey, supporting individual needs, and ensuring all pupils can let their light shine.

Our Values in Action



Inclusivity

Ensure everyone feels included in all aspects of school life.



Pastoral Support

Offer a strong pastoral support for pupils with SEND.



Holistic Growth

Provide opportunities for holistic development.



Relationships

Encourage strong personal relationships.



Christian Values

Promote our Christian Values within the life of the school.



Diversity

Celebrate the diversity of our school family.



"Let your light shine before others"

Matthew 5:16





Woodchurch High School

Mr J Cartledge

Assistant Headteacher

Let your light shine before others
Matthew 5:16

- How your child learns
- The importance of the subject in curriculum
- How subjects and teaching methods have changed
- Assessment procedures
- Practical examples and workshops
- How to help your child at home and homework expectations
- Revision techniques
- How to access and use to the Subject Sites

Thursday 10th September 2026 - English, Maths, Science and MFL

Thursday 24th September 2026 - Humanities, ECAD, PE and Performing Arts

Tuesday 13th October 2026 - Year 7 Form Tutor Evening

