

# Transition from primary to secondary school

Llanidloes Cluster

2023-24

## Background

Governing bodies of secondary schools and their feeder primary schools are required to jointly draw up a transition plan to support transition of learners from Year 6 to Year 7 in line with Curriculum for Wales framework. Current legal requirements for transition from primary to secondary school are set out in the new [2022 Transition Regulations](#) came into force 1 July 2022. Transition plans must be in place and operational from the beginning of each academic year. Plans must be **reviewed annually**.

## Purpose

The aim of the following transition plan is to support and improve links between our cluster of schools with a specific focus on working collaboratively to:

- enable learners to realise the 4 purposes
- develop a shared understanding of progression at a cluster level ensures that learners' experiences are connected, authentic and relevant. This in turn will support practitioners to identify how sequencing in learning can enable progress.
- ensure coherence across the cluster to support equity, well-being and the overall needs of all learners
- ensure a smooth transition where practitioners communicate and understand what and how learners have been learning and identify next steps in learning to support their education and well-being.
- ensure appropriate pace and challenge in a school's approach to progression when developing their curriculum and assessment arrangements. Developing a shared understanding enables practitioners across the cluster to explore whether their expectations for learners are sufficiently challenging and realistic and whether any support is required by individuals.

This transition plan has been divided into 4 sections

1. Managing and co-ordinating the transition process
2. Securing continuity of learning and developing a shared understanding of progression
3. Ensuring individual learner's progression **and** ensuring that learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
4. Proposals for reviewing and monitoring the impact of the transition

LA / MWEP	Schools / Cluster	Learners	Parents / Carers
<p>Provide bespoke cluster support, advice and PL (including progression concept mapping). Work collaboratively to construct and implement the transition plan effectively.</p>	<p>Work collaboratively to construct and implement the transition plan effectively.</p> <p>Communicate and provide parents / carers with up-to-date and relevant information regarding the transition process.</p> <p>All staff to acquire a greater awareness of the learning continuum to ensure learners make progress.</p> <p>Continually review and improve the transition process.</p>	<p>Immerse themselves in the transition learning experiences.</p> <p>Ask questions, communicate and collaborate with others e.g., their peers, practitioners.</p> <p>Have a voice in the development, implementation, and review of the transition plan.</p> <p>Make full and increasing use of their skills, knowledge and experiences.</p> <p>Make progress in across all aspects of learning (at their own individual pace).</p>	<p>Support and encourage learner participation in transition process e.g., open evenings, transition days, homework tasks, transition pack completion, and so on.</p> <p>Work collaboratively and communicate with schools to ensure their child's learning needs and well-being are met through the development of positive relationships.</p>

## 1. Managing and co-ordinating the transition process

	Activity	When	Responsibility	Outcomes
i	Headteachers' Area and Cluster Meetings - transition to be put on each agenda.	Termly	Headteachers	Stronger communication and sharing of good practice across clusters.
ii	A designated member of staff in the secondary school who is responsible for the co-ordinating a smooth transition of each individual learner.	Summer term	Secondary schools	Strong liaison with feeder schools to successfully co-ordinate transition activities, information flow and staff deployment (including more intensive support for vulnerable learners).
iii	Transition days for year 5 + 6.	Summer term	Primary and Secondary schools	Learners start to develop positive relationships to become more confident, happy and resilient as they transition into year 7 (focused support for more vulnerable learners, including those set to access the specialist ASD centre).
iv	Open days and evenings.	Autumn Term	Secondary Schools	
v	Information packs for learners, parents and carers, including a helpful prospectus.	Autumn Term	Secondary Schools	Learners, parents and carers well informed of the transition process, are familiar with key staff and are excited about moving into the secondary phase. Vulnerable and anxious learners feel comfortable about moving up and have experienced the nurture provision that they will access from day one.
vi	Transition website with key information e.g., virtual tour with HT, meet the staff, examples of learning experiences etc.	Ongoing	Secondary Schools	
vii	Transition TEAM for all learners.	Ongoing	Primary and Secondary schools	Learners start to develop positive relationships to become more confident, happy and resilient as they transition into year 7.
viii	Sharing resources, facilities and expertise e.g., primary school using secondary school's	Ongoing	AoLE leads in primary and	Enriched learning experiences, increased collaboration, improved understanding of what provision will be needed to ensure strong progression upon arrival in Year 7, and the development of a shared

<p>facilities to enrich learning experiences in science and technology, creative arts etc ...  Science primary lessons are held in the secondary campus labs.  Primary schools to identify learners who would benefit from extra visits and arrange with High School. High school ALN staff to attend annual reviews of pupils in years 5 and 6. If beneficial, primary staff attend meetings after pupils transition to Year 7.</p>		<p>secondary schools, ALNCos</p>	<p>understanding of the learning continuum. All learners with ALN or significant vulnerability known well by high school staff before the start of their secondary education.</p>
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### School Transport

Free transport is generally restricted to pupils who attend the school designated by the LA as serving the area in which they live and who reside the necessary distance from the school.

The relevant distances being:

- Primary Aged Pupils (from 5 years of age) - 2 miles or more from the school
- Secondary Aged Pupils - 3 miles or more from the school

Distance is measured by the shortest walking route between home and school (from the nearest council-maintained road to the property, to the nearest school entrance onto the school site).

Assistance may be provided for pupil in certain circumstances on the grounds of:

- capacity
- closure of school or re-organisation of school(s)
- safety

- medical
- statement of educational needs
- a change of residence in a final examination year
- continuation of an advanced course of study not being available at the designated school
- religious beliefs (within an 8 mile radius of the school)
- post 16 students

Link to Transport Policy: [home-to-school-college-transport-policy.pdf \(ceredigion.gov.uk\)](http://www.ceredigion.gov.uk/home-to-school-college-transport-policy.pdf)  
[home-to-school-transport-policy.pdf \(powys\)](http://www.powys.gov.uk/home-to-school-transport-policy.pdf)

## 2- Securing the continuity of learning and developing a shared understanding of progression

	Activity	When	Responsibility	Outcomes
i	Cluster collaboration on curriculum design and assessment arrangements.	Ongoing e.g., Inset days, twilight sessions, professional discussions, networks	Primary and secondary school staff, including AoLE and assessment leads	Ensure consistency and understanding across the learning continuum of practitioners' expectations, learner progression and assessment arrangements.
ii	Cluster collaboration on developing a shared understanding of learner progression in ways described in the principles of progression, supporting learners to develop towards the 4 purposes.	Ongoing e.g., Inset days, twilight sessions, professional discussions, networks	Primary and Secondary schools	

iii	Where appropriate, release practitioners to develop strong working relationships and share good practice in both secondary and primary schools.	Throughout year, especially during gained time (secondary)	Primary and secondary schools, especially AoLE team members	Strong professional relationships established across the cluster. Increased understanding of effective pedagogy across the continuum. Increased collaboration to develop consistency across the learning continuum across the cluster.
iv	Co-construct, implement and review an action plan to show how the cluster can develop a shared understanding of progression. <b>*See <a href="#">shared understanding of progression overview plan</a>.</b>	Ongoing	Primary and secondary schools, AoLE leads and team members	Ensure consistency and understanding across the learning continuum of practitioners' expectations and learner progression.

**3- Ensuring individual learner's progression and means to ensure that - learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school**

	Activity	When	Responsibility	Outcomes
i	Summary of individual learner information to be shared annually for year 6 and 7 learners e.g., 1 page profiles/ Learning Passports / Transfer forms/E-Portfolios for each learner.	Summer term	Primary and Secondary schools	An increased understanding of each learner's needs and baseline level of knowledge/understanding/skills on the learning continuum. This will inform targets for improvement and shape provision to ensure an adequate level of challenge.
ii	Any relevant details and information are discussed at the transition / pupil progress meetings between secondary and primary.	Autumn Term	ALNCo Teachers Middle leaders TA	Key information about the learner/s is shared including: <ul style="list-style-type: none"> <li>• Individual and group progress</li> <li>• future progression needs</li> <li>• how future progression needs can be supported at home</li> </ul>

iii	Annual/termly reviews of ALN learners to include representatives from the primary and secondary schools.	When appropriate	Multi-agency team ALNCo	<ul style="list-style-type: none"> <li>• general well-being in school</li> </ul>
iv	Regular communication with parents or carers of new learners.	Summer term	Primary and Secondary schools	
v	PL to support transition provision.	Ongoing	Primary and Secondary schools	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner.
vi	Peer to peer support e.g., buddy system, circle time, empathy lab, learner voice.	Ongoing	Primary and Secondary schools	Learners start to develop positive relationships to become more confident, happy and resilient as they transition into year 7.

#### 4- Proposals for reviewing and monitoring the impact of the transition

	Activity	When	Responsibility	Outcomes
i	Stakeholders voice e.g., questionnaire, school council groups for feedback and ongoing discussions between practitioners, learners and parents based on continuity of learning, progression and well-being.	Summer term	Primary and Secondary schools	Ensure the voice of all stakeholders is included in the development of future transition plans and arrangements.
ii	Regular discussions (formal and informal) between all stakeholders which will be fed back to the transition panel and cluster meetings e.g., a	Ongoing	All stakeholders	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner.

	live document to capture feedback.			
iii	Transition panel (to include cross range of stakeholders) to review and monitor the effectiveness of transition plans and identify amendments.	Ongoing	Primary and Secondary schools	
iv	Transition plans are a regular feature on area/cluster, school agendas.	Ongoing	Primary and Secondary schools	Clear communication and expectations.

### Review of transition plans

It is for governing bodies and school leadership teams to determine, as part of the development of a plan, when a **transition plan should be reviewed annually** and rolled forward or amended to take account of any changed circumstances. Please see [Welsh Government guidance](#) for further details.