Transition from primary to secondary school
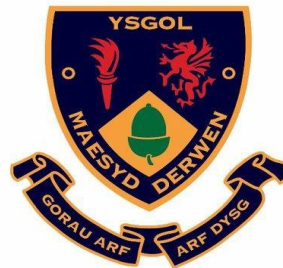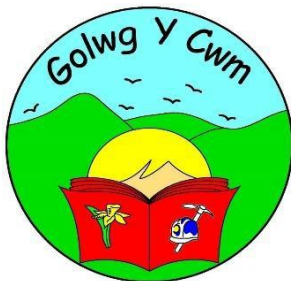# *Maesydderwen Cluster 2023-24*

Ysgol Brotawe   **Ysgol Golwg Y Cwm**

Ysgol Y Cribarth   **Ysgol Maesydderwen**

Ysgol Gymraeg Dyffryn Y Glowyr

Transition from primary to secondary school
Maesydderwen 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. Currently 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**.
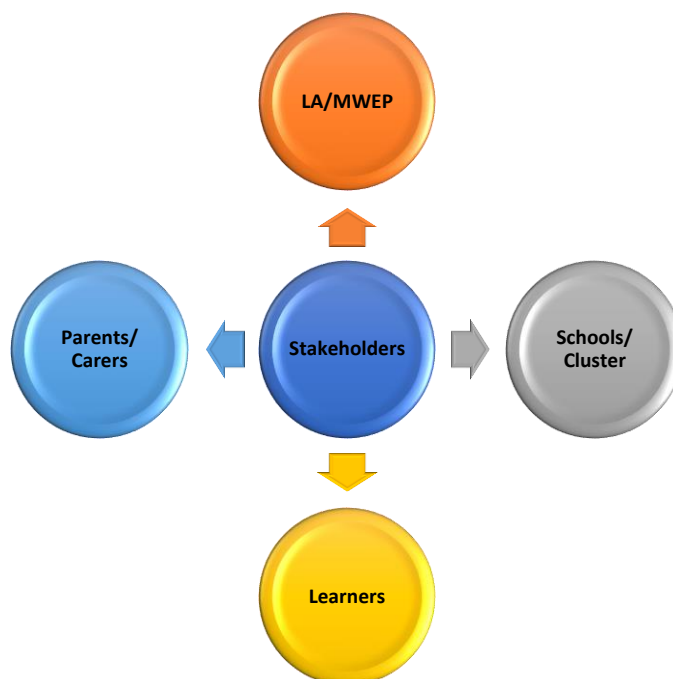
Purpose

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

Role of the Stakeholders

LA/MWEP	Schools/Cluster	Learners	Parents/Carers
Provide bespoke cluster support, advice and PL (as appropriate).

Work collaboratively to construct and implement the transition plan effectively, if required. | Work collaboratively to construct and implement the transition plan effectively.

Communicate and provide parents/carers with up-to-date and relevant information regarding the transition process.

All staff to acquire a greater awareness of the learning continuum to ensure learners make progress.

Continually review and improve the transition process. | Immerse themselves in the transition learning experiences.

Ask questions, communicate and collaborate with others e.g., their peers, practitioners.

Have a voice in the development, implementation, and review of the transition plan

Make full and increasing use of their skills, knowledge and experiences.

Make progress in and across all aspects of learning (at their own individual pace) | Support and encourage learner participation in transition process e.g., open evenings, transition days, homework tasks etc

Work collaboratively and communicate with schools to ensure their child's learning needs and well-being are met through the development of positive relationships. |

1. Managing and co-ordinating the transition process

	Activity	When	Responsibility	Outcomes
i	Headteachers' Area/Cluster Meetings-Transition to be put on each agenda	Termly	Headteachers	Stronger communication within clusters.
ii	A designated member of staff in the secondary school who is responsible for the co-ordination of a smooth transition for each individual learner	Ongoing	Secondary schools	To co-ordinate and utilise resources to ensure a successful transition for every learner
iii	Transition days for Year 5 + 6 - 4 across the year for Yr 6 (AoLE based) - 1 for Yr 5 (CSI Day) - Joint Eisteddod - Sporting competitions	Year 5 – Spring Term Year 6 – 2 in Autumn Term, 1 Spring, 1 Summer	Primary and Secondary schools	Learners start to develop positive relationships to become more confident, happy and resilient as they transition into Year 7
iv	Open days/evenings - Yr 5/6 Open Evening - Yr 6 Transition Parental Info Evening	Autumn Term Summer Term	Secondary Schools	
v	Information packs for learners/ parents/carers	Autumn Term Spring Term	Secondary Schools	Learners, Parents/carers well informed of the transition process
vi	Transition page on website with key information e.g., virtual tours, meet the staff, examples of learning experiences etc - Social Media link	Ongoing	Secondary Schools	
vii	Transition TEAM for all learners - Identified pastoral staff, ALNCOs, Progress Leader Yr 7, RADY lead, Progress Tutors, LSOs, Peer Mentors	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 - primary school using secondary school's facilities to enrich learning experiences in Science and Technology/ Expressive Arts/ H&WB / ICT resources	Ongoing	Primary and Secondary schools	Enriched learning experiences, increased collaboration, developing a shared understanding of the learning continuum.

School Transport

Free transport is generally restricted to pupils who attend the school designated by the LEA 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/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)
home-to-school-transport-policy.pdf (powys)

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

	Activity	When	Responsibility	Outcomes
i	Cluster collaboration on curriculum design and arrangements for assessment of progression	Ongoing via Inset days, Twilight sessions, Professional discussions, Cluster Network	Primary and Secondary schools	Ensure consistency and understanding across the learning continuum of practitioners' expectations, learner progression and assessment arrangements. [Cluster Collaborative Work](#)
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 four purposes - Schedule for termly AoLE Cluster meetings - Review of pupil work in Summer Term on agreed concept in each AoLE	Ongoing via Inset days, Twilight sessions, Professional discussions, Cluster Network	Primary and Secondary schools	
iii	Where appropriate, release practitioners to observe good practice in both secondary and primary	As appropriate	Primary and Secondary schools	Increased understanding of effective pedagogy across the continuum. Increased collaboration to develop consistency across the learning continuum and strengthen relationships across the cluster
iv	Co-construct, implement and review an action plan to show how the cluster can develop a shared understanding of progression	Ongoing	Primary and Secondary schools	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 - Tracking spreadsheet - Key pastoral data - Access to J2E work - One Page Profiles - Yr 6 teacher to review progress in Aut2 Yr 7	Summer term	Primary and Secondary schools	An increased understanding of learner needs, their journey on the learning continuum and targets for improvement
ii	Any relevant details and information are discussed at the transition/pupil progress meetings between secondary and primary	Autumn Term	ALNCos RADY leads Teachers Middle leaders LSAs and LSOs	Key information about the learner/s is shared including: • Individual/group progress • future progression needs • how future progression needs can be supported at home • general well-being in school Which helps practitioners to best plan for and support the specific needs of each learner to make progress
iii	Annual reviews of ALN learners to include representatives from the primary and secondary schools - Bespoke early transition arrangements - STF consultation meetings	When appropriate	Multi-agency ALNCo	
v	Regular communication with parents/carers of new learners	Ongoing throughout Yr 5 and Yr 6	Primary and Secondary schools	
vi	Professional Learning to support transition provision - INSET - ALNCo meetings - AoLE meetings for T&L	Ongoing	Primary and Secondary schools	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner.
vii	Peer to peer support - buddy system, circle time, empathy lab, learner voice - Yr 7 pupils to primary schools in Summer Term - Peer mentoring in Yr 7	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	Stakeholder's voice - questionnaire, school council groups for feedback and ongoing discussions between practitioners, learners and parents - FAQs from Year 6 pupils to address	Ongoing	Primary and Secondary schools	Ensure the voice of all stakeholders is included in the development of future transition plans
ii	Regular discussions (formal and informal) between all stakeholders which will be fed back to the transition panel and cluster meetings	Ongoing	All stakeholders	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner
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 management 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.

Optional Template - Review of transition plan 2023-24

Cluster _____   Date of review _____

Focus	Strengths/What is working well? What's the impact?	Challenges	Ways forward/ Changes/ Recommendations
Managing and co-ordinating the transition process			
Securing continuity of learning and developing a shared understanding of progression			
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			

Reviewing and monitoring the impact of the transition			

Signed _____   Date_____