

Transition from primary to secondary school

Cluster - North Ceredigion

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 **published** and **reviewed annually**: [Transition from primary to secondary school guidance - Hwb \(gov.wales\)](#)

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:

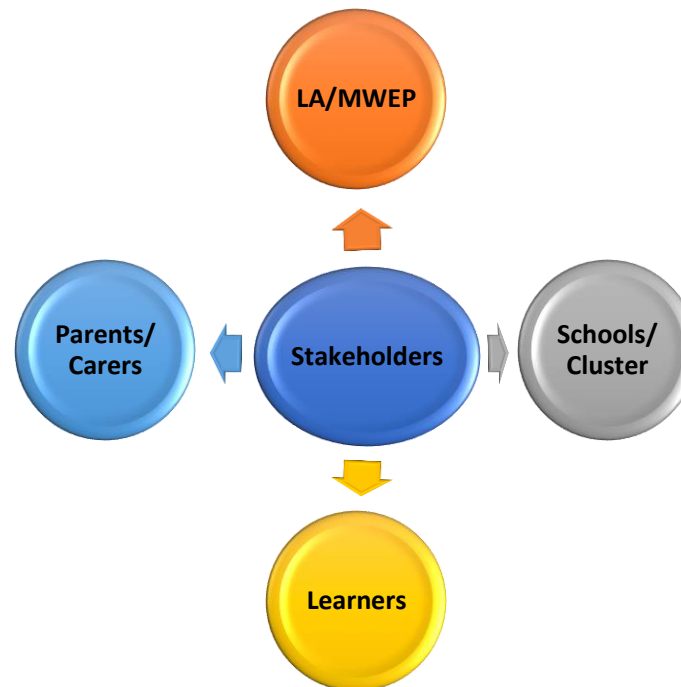
- enable learners to realise the 4 purposes.
- develop a shared understanding of progression at a cluster level to ensure that learners' experiences are connected, authentic and relevant. This in turn will support practitioners to identify how sequencing in learning can enable progress.
- ensure coherence across the cluster to support equity, well-being, and the overall needs of all learners.
- ensure a smooth transition where practitioners communicate and understand why, 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/cluster approach to progression when developing their curriculum and assessment arrangements. Developing a shared understanding of progression 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.

North Ceredigion cluster transition plan has been divided into 4 sections.

Legal requirements set out in the CfW transition guidance as follows:

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, learning needs and well-being is 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
<p>Provide bespoke cluster support, advice, and Professional Learning (as appropriate).</p> <p>Work collaboratively to construct and implement the transition plan effectively, if required.</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 (<i>including transport arrangements</i>).</p> <p>Staff to increase their awareness of the learning continuum by contributing to professional dialogue, e.g., implementing and reviewing the curriculum to ensure learners make progress.</p> <p>Publish transition plans; and 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, parents/carers, and governors, etc.</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>Support and encourage learner participation in the transition process e.g., open evenings, transition days, homework tasks, etc</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/Cluster Meetings - Transition to be put on each agenda	Termly	Headteachers	Stronger communication within clusters
ii	Nominate a designated member/s of staff in the secondary school who is responsible for co-ordinating a smooth transition of each individual learner		Secondary schools	To co-ordinate and utilise information and resources to ensure a successful transition for every learner
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
iv	Open days/evenings	Autumn Term	Secondary Schools	
v	Information shared with learners/ parents/ carers	Ongoing	Secondary Schools	Learners, parents/carers well informed of the transition process
vi	School transport - Link to LA's Transport Policy: home-to-school-college-transport-policy.pdf (ceredigion.gov.uk)	Beginning of the transition process	Primary and Secondary schools	Parents/carers are aware of the criteria for free school transport from an early stage in the transition process

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 schools	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 and share good practice in both secondary and primary	As appropriate	Primary and Secondary schools	Increased understanding of effective pedagogy. Increased collaboration to develop consistency across the learning continuum and strengthen relationships across the cluster.
iv	Co-construct, publish, implement, and review an action plan to show how the cluster can develop a shared understanding of progression *Template: shared understanding of progression overview plan	Ongoing (Mandatory from Sept 2023)	Primary and Secondary schools	Ensure consistency and understanding across the learning continuum of practitioners' expectations and learner progression

3. Ensuring individual learner's progression, learning needs and well-being is 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 to 7 learners	Ongoing	Primary and Secondary schools	An increased understanding of learner journey on the learning continuum and targets for improvement
ii	Discuss relevant details and information at the transition meetings between secondary and primary	Tbc	ALNCo PDP Teachers Middle leaders TA Multi-agency Learners	Key information about the learner/s is shared including: <ul style="list-style-type: none"> • general well-being in school • Safeguarding issues • individual/group progress • future progression needs • how future progression needs can be supported at home
iii	Annual/Termly reviews of ALN learners to include representatives from the primary and secondary schools.	Tbc	Multi-agency ALNCo Teachers + TA Parents/carers Learners	
iv	Communication with parents/carers of new learners as appropriate	Ongoing	Primary and Secondary schools	

4. Proposals for reviewing and monitoring the impact of the transition

	Activity	When	Responsibility	Outcomes
i	Stakeholders' voice e.g., questionnaires, school councils, ongoing discussions	Ongoing	Nominated secondary transition co- ordinator Area/Cluster heads Linked governors	Ensure the voice of all stakeholders is included in the development, reviewing and amendment of existing and future transition plans
ii	Regular discussions between all stakeholders which will be fed back to the cluster meetings based on continuity of learning, progression, and well-being	Ongoing	All stakeholders Area/Cluster heads Linked governors	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner
iii	Cluster meetings to discuss, review and monitor the effectiveness of transition plans and identify amendments	Ongoing	Primary and Secondary schools	

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.

This policy was reviewed on 20/09/23 and published with all stakeholders.

Next renewal date – TBC

Optional Template - Review of transition plan 2022/23

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 <u>and</u> 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: _____