

Transition from primary to secondary school

Cluster - Brecon 2024/25

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:

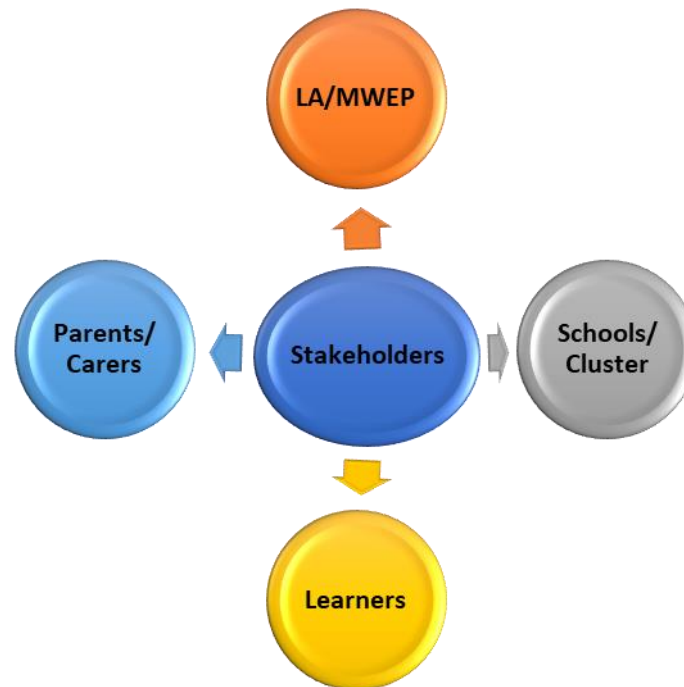
- enable learners to realise the 4 purposes.
- develop a shared understanding of progression at a cluster level to ensure that learners' experiences are connected, authentic and relevant. This in turn will support practitioners to identify how sequencing in learning can enable progress.
- ensure coherence 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.

Brecon 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>All 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	Agreed action points 2024/25	RAG	Next steps for 2025/26
i	Headteachers' Area/Cluster Meetings - Transition to be put on each agenda	Termly	Headteachers	Stronger communication within clusters	Standing agenda item		
ii	Nominate a designated member of staff in the secondary school who is responsible for co-ordinating a smooth transition of each individual learner	Summer term	Secondary schools	To co-ordinate and utilise information and resources to ensure a successful transition for every learner	Nominated member of staff name to be circulated to all feeder schools.		
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	Dates to be set Autumn term and circulated to all feeder schools.		
iv	Open days/evenings	Autumn Term	Secondary Schools		Autumn Term 17/10/23		
v	Information packs for learners/ parents/carers	Autumn Term	Secondary Schools	Learners, parents/carers well informed of the transition process	Autumn Term ready for Year 5/6 Open Evening at BHS.		
vi	Transition website/tab with key information e.g., virtual tours, meet the staff,	Ongoing	Secondary Schools		To be fully developed in Spring Term 2025		

	examples of learning experiences etc						
vii	Transition online platform for all learners e.g., Teams, Google Classroom	Ongoing	Primary and Secondary schools	Learners start to develop positive relationships to become more confident, happy, and resilient as they transition into year 7	To be resourced in Spring Term 2025		
viii	Sharing resources, facilities, and expertise e.g., primary school using secondary school's facilities to enrich learning experiences in Science and Technology/ Creative Arts etc...	Ongoing	Primary and Secondary schools	Enriched learning experiences, increased collaboration, developing a shared understanding of the learning continuum	Science WoW Day in Autumn 2 using the Super Lab. Extra transition events to take place in Spring Term – both half term 1 and 2. Visits to Primary Schools by BHS starting with International Languages' Staff – Ws/B 27 th Jan and 6 th Feb. WOW days at BHS for Primaries on 20 th Feb and 2 nd or 3 rd April.		

ix	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	Criteria shared with parents.		
----	---	-------------------------------------	-------------------------------	--	-------------------------------	--	--

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

	Activity	When	Responsibility	Outcomes	Agreed cluster actions for 2024/25	RAG	Next Steps for 2025/26
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,	Brecon Cluster Priority 24/25 Cluster Curriculum group to meet half termly (1 full day/1 ½ day) at least DCF group to meet half termly ALNCo group to meet half termly Cymraeg group to meet half termly Cluster inset – Oct 9 th and 10 th – focus assessment		
ii	Cluster collaboration on developing a shared understanding of learner progression in ways described in	Ongoing e.g., Inset days, Twilight sessions, Professional discussions, Networks	Primary and Secondary schools	learner progression and assessment arrangements	Cluster AOLE leads to meet from all primary and BHS to agree approaches and expectations to develop a continuum for curriculum design and planning for year 6/7		

	the principles of progression, supporting learners to develop towards the 4 purposes						
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. Increased collaboration to develop consistency across the learning continuum and strengthen relationships across the cluster.	<p>BHS staff to teach individual cluster school Y6 classes – literacy and numeracy as minimum in summer term to develop awareness of standards and expectations of pupils and model practice.</p> <p>Primary staff to observe practice in identified areas in BHS to develop awareness of standards and expectations of pupils and model practice.</p> <p>Extra transition events to take place in Spring Term – both half term 1 and 2. Visits to Primary Schools by BHS starting with ‘International Languages’</p>		

					Staff – W/B 27 th Jan and 3 rd Feb.		
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	HTs, staff and cluster working group to review, agree SUP overview plan		

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	Cluster Action Points 2023/24	RAG	Next Steps for 2024/25
--	----------	------	----------------	----------	----------------------------------	-----	------------------------

i	Summary of individual learner information to be shared annually for year 6 and 7 learners e.g., one-page profiles/ Learning Passports/ School Report summaries/Transfer forms/E-Portfolios for each learner	Summer term	Primary and Secondary schools	An increased understanding of learner journey on the learning continuum and targets for improvement	Whole cluster agreement on information to be shared for individuals. Relevant staff to use information and data to inform decisions regarding children entering Y7.		
ii	Discuss relevant details and information at the transition meetings/pupil progress meetings between secondary and primary	Tbc	ALNCo 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 • individual/group progress • future progression needs • how future progression needs can be supported at home 	BHS staff to meet each primary school lead member of staff in Summer term. ALN children may need more meetings.		
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		BHS staff to be invited to relevant meetings by primary schools.		
iv	Regular communication with parents/carers	Ongoing	Primary and Secondary schools				

	of new learners						
v	PL to support transition provision e.g., co-construction of curriculum design, supporting groups of learners with specific needs	Ongoing	Primary and Secondary schools	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner	Cluster Inset Days Cluster group meetings termly AOLE lead meetings		
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	BHS staff to have an understanding of the emotional support undertaken in primary schools – shared on visits by staff.		
vii	Consideration given to shared use of pedagogical approaches and resources	Ongoing	Primary and Secondary schools	Ensure that the transfer arrangements are comprehensive and meet the needs of each learner	BHS staff to have an understanding of the pedagogical approaches undertaken in primary schools – shared on visits by staff and in cluster working groups.		

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

	Activity	When	Responsibility	Outcomes	Cluster action points 2023/24	RAG	Next Steps for 2024/25
--	----------	------	----------------	----------	-------------------------------	-----	------------------------

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	Relevant staff to undertake pupil voice activities in Y7. Outcomes to feed into Cluster SDP where relevant.		
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	Transition standing item on Cluster heads agenda. CfW continuum standing item on Cluster heads agenda to ensure all are involved and aware.		
iii	Cluster meetings to discuss, review and monitor the effectiveness of transition plans and identify amendments	Ongoing	Primary and Secondary schools		Cluster working group to review agreed Cluster Priority plan termly. Amend as necessary. Transition standing item on cluster heads agenda.		

Publication of transition plans

Transition plans must be published on or before the beginning of the school year they are intended to apply to.

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 01/09/24 and published with all stakeholders.

Next renewal date 01/07/25.

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 and 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: _____