

# Guidance on the preparation of Key Stage 2 to Key Stage 3 Transition Plans

National Assembly for Wales Circular No: 30/2006  
Date of Issue: **September 2006**

**Guidance  
Circular**



**School  
Governance &  
Management**

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Welsh Assembly Government

<b>Title of document:</b>	Guidance on the preparation of Key Stage 2 to Key Stage 3 Transition Plans.
<b>Audience:</b>	Chief Executives of County and County Borough Councils in Wales; Directors of Education of County and County Borough Councils in Wales; WLGA; Wales Audit Commission; maintained Primary and Secondary schools in Wales.
<b>Overview:</b>	This document provides guidance to schools on how to draw up plans to aid pupils in their transition from Primary to Secondary school.
<b>Action required:</b>	Schools and LEAs to have regard to the guidance in the creation of the plans.
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<b>Related documents:</b>	<p>"Aiming for Excellence in Key Stage 3" (Welsh Assembly Government, Estyn, ACCAC – October 2002)</p> <p>"Moving On ... Effective Transition from Key Stage 2 to Key Stage 3" (Estyn – January 2004)</p> <p>"Moving On ... Improving Learning - Effective Transition from Key Stage 2 to Key Stage 3" (Estyn – July 2004)</p> <p>"Bridging the Gap" (ACCAC – November 2004)</p> <p>Consultation Document: "Transition from Primary to Secondary school" (Welsh Assembly Government – November 2004)</p> <p>"Consultation on Welsh Assembly Government Key Stages 2-3 Transition Grant" (February 2006)</p>

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# GUIDANCE ON THE PREPARATION OF KEY STAGE 2 TO KEY STAGE 3 TRANSITION PLANS

## SUMMARY

This document provides guidance for the governing bodies and senior management teams of maintained secondary schools, maintained primary schools with Year 6 provision and local education authorities on:

- the circumstances where a Transition Plan is required;
- the areas to be addressed in a Transition Plan; and
- the requirements for the publication and review of a Transition Plan.

The first plans are to be in place by September 2007.

## Education Act 2002

Section 198 of the Education Act 2002 is a Wales only provision that provides powers for the National Assembly for Wales to impose a requirement on the governing bodies of maintained secondary schools and their maintained feeder primary schools, jointly, to draw up Transition Plans, the details to be set out in Regulations.

Those carrying out functions under the section are to have regard to Assembly guidance in so doing. The section also provides that regard must be had to Assembly guidance in determining whether a particular school is to be regarded as a “feeder primary school” in relation to a particular secondary school.

The latter guidance is provided in the document entitled “Requirement for the production of Transition Plans 2006” (see Appendix 4) which also embodies the Assembly’s formal requirement under section 198. This document summarises that guidance and the terms of that requirement, and provides further guidance on Transition Plans.

## SECTION 1 - POLICY AND LEGAL BACKGROUND

### Policy Background

**1.1** In The Learning Country the Welsh Assembly Government set out its commitment to improve continuity and progression in learning for all pupils moving from Key Stage 2 to Key Stage 3. To enable pupils to maintain and build on the momentum established in Key Stage 2, all involved must have high expectations of what pupils can achieve, work in partnership to improve the quality of teaching and learning and ensure that there is continuity in the delivery of the curriculum.

**1.2** Estyn, Her Majesty's Inspectorate for Education and Training, has provided a series of reports and advice that have established the evidence base for action to improve arrangements for Transition Planning. In particular, the Inspectorate has concluded that while primary and secondary schools have good pastoral links, more attention needs to be given to improving continuity in the delivery of the curriculum and better alignment of Year 6 and Year 7 classroom practice.

**1.3** In this context, the Inspectorate has noted that many LEAs and schools have good plans and programmes to improve educational transition. The most effective plans identify the different aspects of transition, how improvements will be made and the respective roles and responsibilities for leadership and management of the transition process. However, while most schools have improved some aspects of transition, only a few primary and secondary schools have joint comprehensive policies to formalise transition arrangements, including agreed approaches to managing transition, sharing information about pupils' achievements and learning needs, teaching and learning methods, assessment, tracking pupils' progress, curriculum organisation and professional development. Most schools monitor and review transition arrangements but do not evaluate the impact of practice on learning and standards.

**1.4** To address this, the Assembly Government, using powers in section 198 of the Education Act 2002, has introduced a requirement that maintained secondary schools and their maintained feeder primary schools establish plans to facilitate the transition of pupils from primary to secondary school. Such plans will add value to existing arrangements by ensuring that there are detailed and coherent arrangements to support the movement of pupils from primary to secondary schools. They will draw together and build on good practice and set an agenda for improvement that reflects local circumstances and needs.

## Legal Background

**1.5** Section 198 of the Education Act 2002 is a Wales-only provision that provides powers for the National Assembly for Wales to impose a requirement on the governing bodies of maintained secondary schools and their maintained feeder primary schools, jointly, to draw up Transition Plans, the detail to be set out in regulations. The section also provides that regard must be had to Assembly Guidance in determining whether a particular primary school is to be regarded as a “feeder primary school” in relation to a particular secondary school.

**1.6** Between November 2004 and February 2005 the Assembly Government consulted on proposals for statutory Transition Plans. Overall, the comments received were positive with respondents supporting the proposals set out by the Assembly Government. The responses were used to inform the development of:

- The Transition from Primary to Secondary School (Wales) Regulations 2006 (SI 2006 No. 520 (W.64)). The regulations set out the detailed requirements placed on governing bodies of secondary and feeder primary schools to draw up a Transition Plan including the timing, content, review and amendment of plans. A copy of the Regulations is at Appendix 3;
- Requirement for the production of Transition Plans and Guidance 2006. This instrument exercises the power conferred on the Assembly by section 198 of the Education Act 2002, to require schools to produce Transition Plans and to promulgate guidance on whether a particular school is to be regarded as a feeder primary school in relation to a particular secondary school for the purposes of that section. A copy is at Appendix 4.

**1.7** The Regulations and Requirement/Guidance come into force on 1 September 2006 and initial Transition Plans are to be in place on or before September 2007 to support Year 6 pupils making the move to Year 7 in September 2008.

## SECTION 2 - TRANSITION PLAN REQUIREMENTS

**2.1** This section sets out the circumstances where a Transition Plan is required, the areas to be addressed in a Transition Plan and the requirements for the publication and review of a Transition Plan.

**2.2** Detailed advice on how schools can work together to develop a Transition Plan, with examples of good practice, is at section 3.

### Categories of schools

**2.3** The requirement for production of a Transition Plan applies to:

- community, voluntary and foundation secondary schools where they have feeder primary schools as defined for the purposes of s198 of the Education Act 2002; and
- community, voluntary and foundation primary schools where they are defined as a feeder primary school for the purposes of s198 of the Education Act 2002.

### Definition of a Feeder Primary School

**2.4** Transition Plans aim to support and improve links between secondary schools and feeder primary schools with a specific focus on working together to develop and deliver the curriculum in a manner that supports continuity and progression in learning for pupils as they move from Year 6 to Year 7.

**2.5** It is recognised that every primary school in Wales already has links with a number of secondary schools. However, as noted in the Assembly Government's consultation document and as endorsed by respondents, it would not be appropriate or practical to require a primary school to have a formal Transition Plan with every secondary school that it works with.

**2.6** The legal requirement for the establishment of Transition Plans therefore is limited to instances where there is an established and ongoing relationship between a primary school and a particular secondary school founded on the majority of the Year 6 cohort from the primary school transferring to the secondary school. On this basis, the Requirement for the production of Transition Plans and Guidance 2006 provides that a school should be regarded as a feeder primary school of a particular secondary school where more than half of the Year 6 cohort has transferred to the secondary school at the end of the last school year.

**2.7** In such circumstances, the secondary school and the feeder primary school are required to work together to establish a Transition Plan. This ensures that Transition Plans are put in place where there is a solid foundation for schools to work together and take practical measures to

improve continuity in the delivery of the curriculum. It also minimises the burden on schools given that a primary school is not statutorily required to work with more than one secondary school in developing a Transition Plan.

**2.8** In practical terms this means that where more than half of the 2005-06 Year 6 cohort of a primary school moves to a specific secondary school, the two schools - and other identified feeder primary schools - will be required to work together in the 2006-07 school year to produce a Transition Plan to be completed on or before September 2007. The first cohort covered by this Plan will be the pupils at the feeder primary schools who expect to transfer to the secondary school in September 2008.

**2.9** This relationship should be reviewed annually to determine whether, as a result of changing patterns of pupil movement, there is still a requirement for a Transition Plan.

**2.10** This sets a minimum legal requirement. However, it is recognised that primary schools frequently have links with a number of secondary schools where less than 50% of Year 6 pupils move to the secondary school. In addition, a small number of primary schools may not be identified as a feeder primary school of a specific secondary school. In such instances there is no statutory requirement for a Transition Plan. However, governing bodies and senior management teams in such circumstances are encouraged to consider whether they might enter into voluntary arrangements to support and improve Transition Planning using the overall format provided for Transition Plans.

**2.11** Similarly where the legal requirement for a plan is removed at a future date due to the number of Year 6 pupils in the primary school falling below the 50% mark, partners are encouraged to consider whether the planning arrangement be continued on a voluntary basis.

**2.12** The definition of a feeder primary school is only for the purposes of section 198 of the Education Act 2002. It does not transcend current admission criteria for secondary schools or determine the catchment area of a particular secondary school.

### Exemption from the requirement to produce a Transition Plan

**2.13** Responses to the consultation on the Welsh Assembly Government's proposals for Transition Plans argued that where a school had a small Year 6 cohort, the overall percentage of pupils moving to an identified secondary school may change significantly each year. This point is recognised. Where a school with Key Stage 1 and Key Stage 2 pupils has a total of 50 or fewer registered pupils and a school with Key Stage 2 pupils only has 32 or fewer registered pupils such schools are exempt from the statutory requirement to produce a Transition Plan.

**2.14** The number of schools in such circumstances is relatively small. However, such schools are encouraged to enter into voluntary planning arrangements with secondary schools to ensure that there are effective arrangements for transition.

### Partnership in planning

**2.15** Given the need for effective partnership in managing transition, plans are to be produced jointly. The secondary school and the identified feeder primary schools are therefore to work together to develop and maintain a Transition Plan. The end product will be a single plan agreed by the governing bodies of the secondary and primary schools covering a three year period. The plan will draw together the arrangements developed by the secondary school and the feeder primary schools in one document although it may contain separate provision for individual feeder primary schools if this is considered appropriate.

**2.16** It is important that pupils and parents have the opportunity to contribute to the development of the plan and comment on the action proposed. It is for schools to determine how this be best addressed. In addition, local education authorities play a key role in supporting effective transition as part of their school improvement strategies. It is suggested that local education authorities be given the opportunity to comment on Transition Plans as they are developed. Guidance on practice in both areas is provided at Section 3.

### Core Content of all Transition Plans

**2.17** It is intended that Transition Plans focus, primarily, on promoting continuity and progression in the delivery of the curriculum and better alignment of classroom practice.

**2.18** All plans must set out how the secondary school and primary schools will work together to address the following areas.

**Managing and co-ordinating transition.** For example, arrangements and responsibilities for Transition Planning within each school and co-ordination with partners.

**Joint curriculum planning.** For example, arrangements for secondary subject teachers and primary subject co-ordinators to develop shared schemes of work in one or more subject areas possibly supported by use of Bridging Units or specific arrangements for ensuring continuity of learning experience and progression in a particular subject or medium of instruction for example linguistic continuity in Welsh.

**Achieving continuity in teaching and learning methods.** For example, arrangements for observation of classroom practice so that subjects are taught in ways that provide for continuity and build on primary school methods.

Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment. For example, improving opportunities for teachers to work together to assess the work of pupils as they move from Year 6 to Year 7, including moderation of Teacher Assessment.

Evaluating the impact of the policy and improvement initiatives on standards. For example, monitoring and review of transition arrangements and looking at ways to evaluate the impact of improved practice on the quality of learning and standards.

### Optional areas for inclusion in Transition Plans

**2.19** It will be a matter for schools locally to determine whether to add to this. For example schools may elect to address the following areas.

Pastoral links to meet pupils' personal and social needs. For example, sharing of information about pupils, visits to schools and support provided for pupils in managing the transition for Year 6 to Year 7.

Sharing information about pupils' achievements and attainment, attendance and behaviour. For example by supplementing the existing statutory requirements met through the Common Transfer System.

Communicating the learning needs of individual pupils. For example, information and arrangements for those with additional educational needs, those for whom English/Welsh is an additional language, more able and talented pupils, and pupils who may be at risk of underachieving for a variety of reasons.

**2.20** The Transition Plan provides a structure to formalise existing provision and set out plans for improvement. Targets and the range of activity proposed are for governing bodies and senior management teams to determine according to their improvement priorities. For example, with regard to joint curriculum planning, schools may elect to concentrate on continuity in learning in one or more of the four core subjects - Welsh, English, Mathematics and Science. Alternatively, others may major on cross-curricular themes such as the promotion of literacy, numeracy and ICT or make specific reference to the need to address continuity and progression in Welsh, whether as a subject or as a medium of instruction (or both).

**2.21** It is for governing bodies to determine priorities within each area of the Transition Plan and agree action, targets and a pace of development that reflects local circumstances and needs.

### Linguistic continuity

**2.22** In *Iaith Pawb*, the Welsh Assembly Government emphasised the need for attention to be given to linguistic continuity so that pupils continue to develop their skills in Welsh as they move from one stage of their education to another.

**2.23** In the production of Transition Plans schools should consider whether action is needed to improve linguistic continuity in the transition from primary to secondary school. For example, schools might consider how best to provide for linguistic pathways so that pupils that have studied Welsh as a first language in primary school continue to do so in the secondary school. By the same token plans, where appropriate, might set out how schools will work together so that pupils who have received all or part of their primary education through the medium of Welsh can continue to be taught through the medium of Welsh in the secondary school and develop their linguistic skills to their full potential.

**2.24** In addition, it does not automatically follow that pupils who have received most of their primary education through the medium of English should continue to do so. Plans could provide for such pupils to receive a greater proportion of their lessons through the medium of Welsh where suitable provision and appropriate linguistic pathways can be offered.

## **RAISE**

**2.25** RAISE (Raising Attainment and Individual Standards in Education in Wales) targets the links between disadvantage and educational attainment amongst pupils. Allocation to specified, eligible schools in 2006-07 will amount to £14.4m, distributed by reference to numbers and proportion of pupils eligible for free school meals. RAISE schools will receive funding for two years. Schools will be encouraged to develop collaborative approaches with partners and, where appropriate, work in clusters of schools.

**2.26** The funding will be available to provide additional support in the classroom for pupils who are disadvantaged and most at risk of leaving school with no qualifications. It can be used to withdraw pupils from classroom activities to focus on literacy, numeracy and other aspects of learning, to provide out of hours activities, to develop home school links, to draw in community support and to address behaviour and discipline issues. Where a feeder primary school has been in receipt of RAISE funding, Transition Plans should identify the range of additional support provided for groups of pupils and set out how the secondary and primary schools will work together to build on and develop the support provided to pupils who are disadvantaged and most at risk of leaving school with no qualifications or are seen as under-attaining.

## **Publication of Transition Plans**

**2.27** A copy of the Transition Plan is to be sent to the Local Education Authority of the secondary school and the relevant feeder primary schools. If the schools are maintained by more than one authority, a copy should be sent to each of the relevant local education authorities.

**2.28** A Transition Plan should be made available for scrutiny at the secondary school and at each of the feeder primary schools to which it applies. A copy of a Transition Plan should also be made available on request. Governing bodies may wish to set a fee for the provision of a copy (to a person other than an LEA) although it should not exceed the production cost.

### Review of Transition Plans

**2.29** It is for governing bodies and school management teams to determine whether the plan should be reviewed annually and rolled forward to take account of any changed circumstances. However, plans must be reviewed in the following circumstances:

- a) when a primary school becomes a 'new' feeder primary school of a secondary school (which already has one or more feeder primary schools);
- b) if the governing bodies of all of the schools concerned consider it necessary or desirable for revisions to be made; and
- c) before the third anniversary of the first Transition Plan and before the end of every subsequent three year period.

**2.30** For the detailed requirements relating to reviews, reference should be made to the Regulations (see Appendix 3). If as a result of a review under either paras 2.29(b) and 2.29 (c) it is decided not to amend the plan, the governing bodies must publish a statement recording that decision and giving their reasons.

### Disputes

**2.31** The regulations also provide for the National Assembly to determine any disputes as to whether a particular school is a feeder primary school for the purposes of s198 of the Education Act 2002. It is envisaged that, in most instances, the position would be clarified through reference to the information held by schools and the local education authority on the destination of pupils completing Year 6.

**2.32** However, there may be instances where disputes cannot be resolved through discussion at the local level. In such instances, disputes should be referred to the Head of Performance and Improvement Division, Department for Education, Lifelong Learning and Skills, Welsh Assembly Government, Cathays Park, Cardiff, CF10 3NQ.

## SECTION 3 - DEVELOPING A TRANSITION PLAN

**3.1** This section provides advice, with examples of good practice for governing bodies and school management teams, on the development of a Transition Plan. It looks at each of the areas identified as a core requirement and provides guidance on how they can be addressed in developing a Transition Plan. It should be read in conjunction with:

- Appendix 1 which provides a summary of what needs to be included in a Transition Plan, a template that schools may wish to use to produce a Transition Plan and an example of a project plan that could be used to set out how an area for improvement might be addressed by partner schools.
- Appendix 2 which draws together in checklists for use by schools questions that will help schools to address each of the core areas to be included in a Transition Plan.

### Benefits to be derived from Transition Planning

**3.2** The schools featured in the guidance produced as part of the Aiming for Excellence programme (see section 4 for details) provide evidence that where there is effective Transition Planning, carried out through joint consultation, implementation and review, the following benefits can be found:

- improved learning as pupils build on what they have achieved in Key Stage 2 and are helped to move forward on entering Year 7. This avoids any period when they might become disillusioned with their new school because it only offers them 'more of the same';
- continuity in learning both in the subject content of lessons and in teachers' methodology so that the excitement of learning is not lost;
- improved sharing of information between primary and secondary schools so that secondary teachers have a clear and detailed picture of each pupil's strengths and of the areas that need development. If this information is shared at an agreed and sufficiently early point in the summer term of Year 6, secondary teachers have the opportunity to build on success and to plan to meet identified needs. Such sharing of information prevents time being wasted in Year 7 by further testing to gain information that already exists;
- effective partnerships between schools and teachers in both phases. Such partnerships promote mutual understanding, the sharing of expertise and good practice, and the possibility of organising joint projects that help pupils to view their education as an ongoing continuum;

- improved assessment resulting from a common understanding of the characteristics of achievement and progression by all primary and secondary teachers, and especially those teaching pupils at the Year 6/Year 7 interface; and
- improved social transition so that pupils do not find the move to secondary school intimidating since they have been helped to become familiar with the environment, systems, pupils and teachers in their new school through visits and other forms of communication and induction arrangements.

**3.3** In practice, the transition process is most effective where there are strong professional links between the secondary school and its feeder primary schools, and where discussion of transition is a recurring feature of the regular meetings of head teachers of all the partnership schools. Several such groups have produced agreed policy statements.

One partnership of schools has the following introduction to its transition policy

Our commonly agreed aims are:

- To facilitate educational continuity and progression, with direct reference to schemes of work and assessment strategies
- To enable effective transfer of pupils between key stages
- To encourage discussion between key stages and thus inform decision making and policy development
- To share expertise and resources
- To realise the full benefits of common INSET
- To develop a common strategy to convey the importance of education to all sectors of our community.

The implementation of the above aims fundamentally relies upon the development of a common educational philosophy in which no one partner is any more or less important than another.

A cornerstone of effective communication is the series of regular cluster meetings at which each school is represented by the head or deputy.

From a common agenda we identify need:

- Within the transfer process
- Within identified areas of the curriculum
- Within teaching and learning strategies
- Within whole school issues
- Within community links.

## How schools might go about managing the production of a Transition Plan

Transition coordinator Secondary: "When you write down what you actually do, it's quite impressive."

**3.4** There is no single way to establish a Transition Plan. The governing bodies and managers of all the schools involved in producing a single Transition Plan will need to work with colleagues to identify the best way to meet local needs and their own particular circumstances.

**3.5** There are a number of organisational aspects that clusters of schools working together will need to consider in order to produce a joint transition plan:

- There needs to be an ongoing commitment by a secondary school and its feeder primary schools to work together to develop and deliver the curriculum in a manner that supports continuity and progression in learning for pupils as they move from Key Stage 2 to Key Stage 3. There should be no assumption that the secondary school has to take the lead in this process, though in practice it may be more practical or convenient for this to be the case.
- A coordinator needs to be appointed from among the senior managers of the schools involved to oversee the work, arrange meetings and ensure that the process is manageable and focused. The coordinator might remain 'in post' throughout the lifetime of the Transition Plan or the responsibility might be shared by rotating the post each year among senior managers of the schools involved.
- A steering group needs to be set up comprising representatives of all the schools involved. In practice, this might be the group, or a sub-group, of all head teachers who already meet on a regular basis, and could include governor, parent or LEA representatives.
- If the partnership group of schools is already involved in cluster cross-phase moderation, there needs to be agreement as to how this work will tie in with and contribute to the work needed to prepare the Transition Plan.
- Resource implications in terms of funding and staff time to work on transition matters will need to be considered. Existing arrangements for cluster meetings and joint training days could be identified that might provide opportunities for some transition meetings. In many areas, transition is already an item on the agenda of current cluster group meetings.
- The support available from the LEA, and any additional sources of funding (for example, from the Basic Skills Agency, the GTCW or the Better Schools Fund), need to be identified and agreed.

- A timescale for producing the plan, including who does what and when, needs to be agreed; this could also identify who is to produce the written plan or statement, how it is to be published and how copies will be made available.
- Ways of gathering the views of pupils and parents need to be identified. These could include, for example, interviews, questionnaires, focus group meetings, discussion with school council representatives, and the involvement of parents on working groups.
- Implications for in-service training need to be considered and organised. This might be joint training for Y6 and Y7 teachers, with a specific focus such as literacy across the curriculum or sharing teaching approaches. Several LEAs have already organised or planned relevant training.
- There may be a need to set up other working groups, for example, to develop curriculum materials, to identify progression in ICT from Y6 to Y7, to work together on a Y5 to Y8 scheme of work or to provide guidance on assessment procedures.
- It might be helpful to nominate a governor in each school with responsibility for transition matters.

**3.6** In some instances the LEA has been instrumental in acting as a catalyst for schools to think more clearly about their transition strategies.

One LEA set up a steering group in January 2004 to find out what was happening in the local authority in terms of continuity and progression in children's learning, and to recommend ways of sharing good practice and improving transition. Six priority areas were identified and action plans drawn up for each area. All partnerships are working on one or more of these areas.

Another LEA organised a Transition conference for all schools in the local authority, with presentations about good practice in Transition Planning, and giving an opportunity for partner schools to discuss points raised in the presentations and to identify areas of possible collaboration.

In a third LEA, all partnership groups have been asked to produce plans of transition activities for 2006/2007. These activities vary from developing subject-based or cross-curricular bridging units, extended visits (up to two weeks) by Y6 pupils to the partner secondary school, opportunities for teachers from both phases to observe or to teach lessons in the other phase, changes to the Y7 curriculum, as well as in-service training activities.

## What issues will need to be addressed in a plan?

**3.7** Before any formal Transition Plan can be drawn up, the schools involved will need to make decisions about a range of issues and about how best these can be implemented. In many cases, this process is already well established and schools have a wealth of experience on which they can draw; the provision of a Transition Plan to meet statutory requirements will not lead to a great deal of extra work, but to the consolidation and extension of what is already there.

**3.8** For those clusters of schools where transition work is not as well established, more focused development will be necessary, but still should be able to be combined with existing practices.

**3.9** The main issue to be addressed is to identify the specific needs in individual schools and in the partnership of schools to which the plan will apply. An objective analysis of current practice will reveal strengths and possible weaknesses and will point to where decisions need to be made and actions prioritised. The plan needs to be sufficiently flexible to allow for changes in local circumstances and needs. A full checklist for self-review can be found in Appendix 2 and this might prove a useful starting point for schools' discussions.

**3.10** All Transition Plans must include the five areas of core content as set out in Paragraph 2.18. It is the responsibility of governing bodies to determine priorities, action, targets and the pace of development, though in practice it is likely that most of the work will be undertaken by senior managers.

Primary head/cluster transition coordinator: "Despite hard and coordinated work within a cluster of primary schools, it is only when the head and senior management team of the associated secondary school are fully committed to improving the process that really effective transition can take place."

**3.11** Some questions that might help schools to address the five core areas have been listed as appropriate, though there is no expectation that plans should address all of these questions.

## Managing and coordinating transition

**3.12** This could be a summary statement about the organisational matters listed in the previous section which do not fit naturally into any of the following sections. It might include, for example, a description of the responsibilities of the coordinator, consultation with parents and pupils, the frequency of meetings to discuss aspects of the plan, links to LEA transition strategies or references to school development plans, or a brief description of current practice and how this is to be extended. It might list a number of matters that need to be addressed over the course of a few years,

and identify priorities and a time-scale for these. There is no expectation that a Transition Plan addresses all identified weaknesses in detail and simultaneously; the pace of developments in different aspects of transition will be different.

**3.13** Where a secondary school is developing links on specific aspects of transition with primary schools other than the 'official' feeder schools, this section might include a brief description of those developments, unless they were mentioned elsewhere.

### Curriculum continuity

Secondary head: "We don't want to waste children's time by repeating work they have already done."

- What is the greatest need for change?
- Will the focus of curriculum planning be subject or skills based?
- If the focus is to be subject based, will it be on one or more of the core subjects only, or on a mixture of core and foundation subjects?
- What about linguistic continuity in Welsh? Are there appropriate arrangements in place so that pupils who study Welsh as a first language in primary continue to do so? Are there appropriate arrangements in place so that pupils who were taught partly or wholly through the medium of Welsh in primary school continue to do so in secondary?
- If the focus is to be on cross-curricular skills (literacy, numeracy, use of ICT, thinking skills), how many subjects should be involved?
- Would it be appropriate to change the focus according to a rolling programme over a number of years?
- Who is to lead on this work, and is there a need for a working group of teachers to develop resources or guidance?
- What in-service training is needed to support these developments?

Funding from the Physical Education and School Sports (PESS) initiative has led to a variety of well-thought out transition activities, including secondary PE specialists working with primary teachers to help them develop their own expertise.

In one area, the PE teachers and GCSE and A-level PE students from the secondary school organised a sports day for all the feeder primary schools, in which every primary pupil took part.

Many schools have already developed strong curricular links in a range of national curriculum subjects. In some cases this has led to combined schemes of work across the phases, or the development of bridging units of work started in Y6 and completed in Y7. There are several examples across Wales of subject specialists from the secondary school being released from some of their secondary teaching to teach a few lessons of their specialism in the feeder primary schools. Many secondary schools also provide opportunities for Y6 children to undertake work in subjects needing practical equipment not readily available in primary schools, such as music, art, science or technology. Two primary staff worked on a short term secondment with the Welsh department at one secondary school, and produced a booklet on accuracy in Welsh that was later shared with all the other partner schools.

### Continuity in teaching and learning

- Are there common approaches to teaching and learning across all or some of the schools involved, and how can these be developed further?
- What is the greatest need for change?
- What in-service training is needed, and for whom, to support these developments?
- How can opportunities be provided for primary and secondary teachers to share experiences and expertise by, for example, observing each others' classrooms and teaching, or meeting to discuss or prepare joint schemes of work or bridging units?
- How can a consistent approach to the development of cross-curricular skills in the schools involved be encouraged?
- Do all schools involved have the necessary resources? If not, is there a way to share existing resources by, for example, using the resources of the secondary school with Year 6 pupils?

Secondary mathematics teacher: "I've changed the way I teach Y7 having seen the Y6 children doing maths."

**3.14** Several partnerships of schools regularly organise combined training days for all the staff, often focusing on teaching and learning issues such as assessment for learning, developing pupils' thinking skills, or identifying pupils' preferred learning styles.

**3.15** Several schools have already, or are planning to, change the curriculum in Y7 so that pupils meet fewer teachers. Schools that have already introduced this change see benefits in pupils' improved behaviour, attitudes to work and standards of achievement.

See Case Study 7 in Changes in Teaching and Learning promoted by the Aiming for Excellence Programme 2005-2006 (Estyn) for an example of a school that introduced such arrangements for teaching Year 7 from September 2003.

A secondary school planning to change the Y7 curriculum from September 2006:

English and humanities teachers have volunteered as form tutors for Y7, and will teach their form group for English, humanities, skills for life and ICT. The pastoral team leader will manage and monitor the project and teach music and Welsh to each of the groups. Dedicated classrooms have been identified as form rooms and additional resources, including ICT equipment, and display materials will be obtained. The team of teachers will undergo relevant training including teaching critical thinking, observe learning and teaching in the feeder primary schools, and work closely with primary staff to plan the curriculum, and devise learning and assessment strategies. Primary teachers will evaluate the progress of their former pupils several times during the year.

### Continuity in the assessment, monitoring and tracking of pupils' progress

- What opportunities are provided for teachers from both phases to come together to discuss and assess children's work so that a common understanding of standards and progression is reached?
- How much common practice in assessment strategies is there between the feeder primary schools and the secondary school?
- What information about pupils' overall achievement is currently shared across the cluster of schools?
- What information about individual pupils' achievement passes from the primary to the secondary school at pupils' transition?
- How can the data be used more effectively in the secondary school to help curriculum planning, set targets for subjects, departments, classes and individual pupils?
- What is currently being done within the LEA relating to assessment, monitoring and tracking of pupils' progress (for example, cross-LEA working groups producing bridging units or subject portfolios of pupils' work, analysis of pupils' achievement data across the LEA and the provision of summary or individualised data to all schools)?
- What additional support (in-service training, resources, LEA guidance and data) is needed to encourage greater consistency in assessment, monitoring and tracking of pupils' progress?

Estyn: Changes in teaching and learning promoted by the Aiming for Excellence programme 2005-2006.

In one group of schools where self-assessment and target setting are well established in the primary schools and continued in the secondary school, pupils set targets for themselves at the end of Y6 that are reviewed with their Y7 tutors at the end of their first term.

**3.16** Several groups of schools have been developing portfolios of moderated work across the curriculum. Other clusters are involved in the Welsh Assembly Government - formerly ACCAC - project Developing Teacher Assessment.

Some LEAs provide all schools with useful analysis of data relating to the performance of Y6 pupils on transition to the secondary school; this helps schools to track pupils' performance individually and in groups, and to identify pupils who appear to be under-performing.

### Reviewing and monitoring the plan

- What procedures are needed to identify whether or not the plan will need to be reviewed within three years (for example, if a new primary school becomes a partner school)?
- Will the plan need to be reviewed annually in order to decide whether or not to alter the priorities, and if so, who should do this and when? This could be part of an annual discussion with the LEA. A group of schools may wish to focus more specifically on arrangements for Y6 pupils in the first year of the first Transition Plan, and to review and revise the plan to consider Y7 in more detail in preparation for the second year.
- What strategies are needed to monitor the impact of the plan in terms of continuity of learning, teaching and assessment (for example, interviewing Y6 pupils annually, consultation with Y6 and Y7 teachers) and who will be responsible for monitoring?
- What information is needed to contribute to monitoring the impact on standards?
- How will decisions be made about the effectiveness of the management of the plan?

**3.17** Several schools have strategies in place to monitor and evaluate the effect of specific transition initiatives.

In one cluster of schools, Y6 teachers from each of the feeder primary schools track the performance of their former Y6 pupils in Y7 several times a year, a strategy which has proved effective in identifying under-performing pupils.

**3.18** If governing bodies wish, Transition Plans can include additional optional areas. Three such areas would be pastoral links, sharing information about pupils in addition to the statutory requirements, and communicating the learning needs of individual pupils. Much of the information related to these sections, as well as to the core section relating to assessment and tracking pupils' progress, will be contained in the statutory Common Transfer File. This is a way of transferring pupil level information electronically when pupils move school.

**3.19** The Education (Pupil Information) (Wales) Regulations 2004 placed requirements on schools in relation to maintenance and exchange of pupil information from May 2004. The regulations require schools to create an electronic file of pupil information (personal and performance) that can be sent electronically to another school when a pupil transfers. Further information about the CTF is available on [new.wales.gov.uk/educationandskills](http://new.wales.gov.uk/educationandskills). Appendix 2 in the Welsh Assembly Government Consultative document on Transition from Primary to Secondary School, Nov 2004, also lists the required information.

### Pastoral links

- How effective and widespread are current pastoral links?
- How can current induction arrangements smooth the transition of pupils from the feeder primary schools into Year 7 be enhanced?
- How can induction arrangements for pupils other than those from the feeder schools be set in place or improved?
- How can pupils in the secondary school contribute towards some of the pastoral links with Y6 pupils?
- What are the views of parents and pupils about current and planned pastoral links?

Parent: "I'm so glad my daughter has moved to a secondary school where the transition process is well developed. She has had no problem settling down to work in Year 7 unlike some of her friends who moved to schools they knew little about and where teachers and procedures were completely unfamiliar."

## Sharing information about pupils in addition to the statutory requirements

- What information is it appropriate to share about pupils' behaviour?
- Should information about pupils' interests and achievements outside school be shared?
- What other information, if any, might it be appropriate to share (for example, siblings in the school, ethnic background, looked-after children, young carers, difficult home circumstances)?
- What is the best way to pass on this information?

Estyn: Changes in Teaching and Learning promoted by the Aiming for Excellence programme 2005-2006:

Many primary and secondary schools have found ways to share information about new Year 7 pupils. One group of schools has devised a very effective summary sheet, using a common format, to pass on information about Year 6 pupils to all year 7 teachers, electronically. This includes summary data on attendance, effort, behaviour, literacy and numeracy scores, levels in national curriculum assessments and individual talents and aptitudes.

Secondary liaison teacher: "Primary teachers know their pupils well, and we realise that we can learn a lot from them; they can give us an accurate and comprehensive understanding of the pupils from both the pastoral and academic standpoint."

## Communicating the learning needs of individual pupils

- What information is currently passed on about the learning needs of individual pupils, including pupils with additional educational needs, pupils with English or Welsh as an additional language and more able pupils?
- How effectively is this information used to plan for the learning needs of these pupils?

The head of Y7 in one secondary school visits all the feeder primary schools to receive and discuss pen pictures of each of the Y6 pupils. These include academic, health and social information about the pupils, as well as details of specific learning needs. They are then used to determine teaching strategies and to set targets, and are updated twice a year.

**3.20** Where appropriate, the Transition Plan might also include separate details of:

- provision for any one or more feeder primary school(s) that is different from the provision for the other feeder primary school(s)
- any other aspects that relate specifically to the priorities/ circumstances of particular schools or groups of schools.

**3.21** This could include, for example, brief reference to how a secondary school liaises with primary schools from which some pupils transfer, though not necessarily every year, or with primary schools from outside the LEA which regularly feed the secondary school.

## SECTION 4 - SUPPORT AND GUIDANCE

### Guidance materials

**4.1** Practitioners can draw on a range of materials to inform the development of strategies and plans to improve transition. In particular, the publications in the Aiming for Excellence series produced by the Welsh Assembly Government, Estyn, ACCAC and the Basic Skills Agency have exemplified many of the benefits that Transition Planning brings to schools. These publications are:

- Moving On ... Effective Transition from Key Stage 2 to Key Stage 3 (Estyn/Welsh Assembly Government/ACCAC, 2004)
- Moving On ... Improving Learning, Effective Transition from Key Stage 2 to Key Stage 3 (Estyn/Welsh Assembly Government/ACCAC, 2004) (Estyn website publication)
- The bilingual video package Raising Standards in Literacy and Numeracy in Key Stage 3 (BBC Wales/Estyn/Welsh Assembly Government/ACCAC, 2002)
- The bilingual video package Raising Standards in Information and Communication Technology in Key Stage 3 (BBC Wales/Estyn/Welsh Assembly Government/ACCAC, 2004)
- The bilingual video package Raising Standards: Transition from Key Stage 2 to Key Stage 3 (BBC Wales/Estyn/Welsh Assembly Government/ACCAC, 2004)
- Bridging the Gap - Developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3 (ACCAC/Welsh Assembly Government/Estyn, 2004)
- Changes in teaching and Learning promoted by the Aiming for Excellence programme 2005-2006 (Estyn, 2006) (Estyn website publication), includes a chapter on Transition that describes some current practices.
- A Survey of Welsh as a second language in Key Stage 2 and Key Stage 3 and Transition (Estyn 2004).

**4.2** The materials can be accessed in most instances on the relevant websites [www.estyn.gov.uk](http://www.estyn.gov.uk), [new.wales.gov.uk/educationandskills](http://new.wales.gov.uk/educationandskills).

## Better Schools Fund and INSET

**4.3** Ring-fenced funding of £9.5 million gross has been made available for Effective Transition in the Better Schools Fund for 2006-07. The funding can be used to improve the delivery of the curriculum so that there is continuity and progression for pupils moving into Key Stage 1 and between key stages. The funding may also be used to support the development of a Transition Plan and can be drawn on by local authorities and schools to meet staff development costs.

**4.4** To complement provision in the Better Schools Fund, two additional INSET days have been made available in both the 2006-07 and 2007-08 school years by virtue of The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006. The additional provision can be used for training in relation to the preparation and implementation of plans aimed at supporting pupils making the transition from primary to secondary school.

## Welsh Assembly Government Key Stages 2-3 Transition Grant

**4.5** The Assembly Government is making additional funding available to local education authorities in 2006-07 and the following two financial years to support the development of a range of exemplar projects focusing on key elements of Transition Planning. The funding can also be used to disseminate good practice.

**4.6** A consultation document setting out proposals for the use of the funding, £1million in 2006-07, £2million in 2007-08 and £2m in 2008-09, was published on 28 February. Separate guidance based on responses to the consultation will be issued by the Welsh Assembly Government.

## General Teaching Council for Wales and the Basic Skills Agency

**4.7** Support to address specific aspects of improving transition can also be obtained through the use of resources made available by GTCW and the Basic Skills Agency. For example, teachers may apply for funding from GTCW under a number of project categories including Professional Development Bursary, Teacher Research Scholarship, Professional Development Network and, from April 2006, Group Bursary. For further information see [www.gtcw.org.uk](http://www.gtcw.org.uk).

**4.8** As part of the Basic Skills Strategy for Wales, Strategic Intervention Grants have been allocated to local education authorities to support initiatives in schools to strengthen their strategies for raising literacy and numeracy standards. Further information can be found at [www.basic-skills-wales.org](http://www.basic-skills-wales.org).

There is no set format for a Transition Plan. However, schools may wish to refer to the guidance below in either drawing together a Transition Plan or in developing an existing Transition Plan to meet the requirements set out in the Assembly Government's guidance.

### The guidance covers three areas:

- A summary of what needs to be included in a Transition Plan.
- A template that schools may wish to use to produce a Transition Plan. The template sets out a possible format for a Transition Plan and for each section of the plan draws together key elements of the advice provided in section 3 to help schools in determining priorities and the detail to be include in the Transition Plan.
- A sample project plan that could be used by schools to agree the detail in addressing agreed areas for improvement - e.g. aims and objectives, roles and responsibilities, timescales and resources.

### Requirements for a Transition Plan

A Transition Plan will provide a structure to formalise existing provision and set out plans for improvement, in accordance with decisions made by governing bodies. The following checklist outlines what is statutorily required.

### A Transition Plan must:

- be in place by September 2007;
- represent a joint agreement between a named secondary school and each of its feeder primary schools;
- contain a brief explanation of the purpose of the Transition Plan;
- state the names of all the schools involved;
- indicate the first pupil cohort to which it applies;
- state the date on which it was published;
- be reviewed every three years, or more frequently if necessary;
- be made available for inspection at the secondary school and the feeder primary schools to which it relates by the governing bodies;

- be provided for the LEA(s) by which the schools are maintained;
- include the following 5 areas of core content:
  - general proposals for managing and coordinating the transition of pupils from the feeder primary schools to the secondary school
  - a description of how continuity of curriculum planning will be achieved in the transition from the primary partner schools to the secondary school
  - a description of how continuity in teaching and learning will be achieved in the transition
  - a description of how continuity in the assessment, monitoring and tracking of pupils' progress will be achieved in the transition
  - the arrangements for reviewing and monitoring the plan for the purpose of assessing its impact on standards achieved by pupils admitted to the secondary school, and a consideration of how the transition process might be better managed.

#### A Transition Plan might also include optional areas such as:

- a description of the pastoral links that are designed to meet pupils' personal and social needs at transition
- the sharing of information about pupils' achievements and attainment, attendance and behaviour that supplement the existing statutory requirements met through the Common Transfer System
- information and arrangements for communicating the learning needs of individual pupils
- provision for any one or more feeder primary school that is different from the provision for the other feeder primary school(s)
- any other aspects that relate specifically to the priorities/ circumstances of particular schools or groups of schools.

#### Transition Plan Template

There is no set format for a Transition Plan. The template below is offered as an example of how a Transition Plan could be set out. In addition, for each section of the plan it draws together key elements of the advice provided in section 3 to help schools in determining priorities and the detail to be include in the Transition Plan.

## TRANSITION PLAN

Use this section to list the schools involved. For example:

This Transition Plan represents a joint agreement between the following schools

Name of school \_\_\_\_\_

Name of school \_\_\_\_\_

Name of school \_\_\_\_\_

Name of school \_\_\_\_\_

Name of school \_\_\_\_\_

## PURPOSE

Set out what the plan will facilitate. For example one local education authority has worked with schools to develop the following template.

Our agreed aims are:

- To promote the continuity of education between the key stages
- To promote and support cross phase work
- To facilitate greater staff awareness of the other phase, especially its practice and methodology as well as the pupil experience
- To prepare Key Stage 2 pupils for the transfer experience
- To identify and target specific support at those pupils considered to be vulnerable
- To ensure proper availability and use of pupil transfer data
- To ensure parents/carers/families are fully informed of the transfer process

A further example is provided in the guidance at para 3.3.

Our commonly agreed aims are:

- To enable effective transfer of pupils between key stages
- To encourage discussion between key stages and thus inform decision making and policy development
- To share expertise and resources
- To realise the full benefits of common INSET
- To develop a common strategy to convey the importance of education to all sectors of our community.

The implementation of the above aims fundamentally relies upon the development of a common educational philosophy in which no one partner is any more or less important than another.

## TIMEFRAME

Set out brief details of the period covered by the plan. For example:

The Plan sets out how we will work together to realise the above aims. It summarises aims and priorities agreed by partner schools for the period September 2007 to July 2010 and provides detail on the work to be addressed in 2007-08.

The progress made and next steps will be reviewed and agreed annually by partner schools with the first review to be completed by 30 September 2008. As with the production of this plan, we will seek the views of parents, carers and pupils on the approach taken. We will also work in partnership with colleagues in the local education authority.

## CONTENT

Set out how you will address the core requirements. Additional issues to be included beyond the core requirements are for local determination. For example you may elect to use the format as set out below.

The plan addresses the action that will be taken against the core requirements set out in guidance provided by the Welsh Assembly Government:

1. Managing and co-ordinating transition
2. Joint curriculum planning
3. Achieving continuity in teaching and learning methods.
4. Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment
5. Evaluation of the impact of the policy and improvement initiatives on standards

In addition the plan sets out how we shall work together to ensure that there are effective arrangements for transition in the following areas:

6. Pastoral links to meet pupils' personal and social needs;
7. Sharing information about pupils' achievements and attainment;
8. Communicating the learning needs of individual pupils.

In each case, the plan identifies current and ongoing work. Where areas of improvement are identified we shall agree priorities and work together to address these over the period of the plan.

## 1. Managing and co-ordinating transition

Set out the detail of key responsibilities and contact points. To do this you may wish to refer to the guidance at paras 3.5 to 3.13. For example it is suggested that each school nominates a senior member of its management team to take overall responsibility for transition matters. You may also wish to nominate a Governor with responsibility for transition matters. There is no requirement that a separate set of meetings be put in place but there should be opportunities for nominees to meet regularly to review progress and agree next steps. Dependent on local circumstances, transition might figure as one item on a wider agenda of current rounds of meetings. In that sense, there is no one right approach but you might wish to consider the following.

Each partner school has nominated a member of its management team to lead on the development, implementation and evaluation of the action agreed in this plan.

### Steering Group

Nominees from partner schools will meet once a term to review progress, identify any further issues to be addressed and, where needed, agree appropriate action.

### Annual Review

Nominees from partner schools will also undertake an annual review of this plan towards the end of the school year and consider the progress made and agree priorities for the following year including roles and responsibilities. Recommendations flowing from the review will be considered and agreed by the governing bodies of the partner schools.

### Transition Co-ordinator

[.....] has been nominated as Transition Co-ordinator. The co-ordinator will support the work of the steering group and, in particular, advise on

- monitoring progress made against key improvement areas identified in the plan
- how best to ensure that there are regular opportunities to involve parents/carers and pupils in feedback and planning
- ensure that there are effective links with work being led by the local authority
- advise on any action to meet the requirements set out in the Assembly Government's guidance with regard to review and publication of the Transition Plan.

## 2. Joint curriculum planning

This should be a short summary analysis.

The questions provided below from para 3.13 of the guidance should help you identify priorities.

The plan should summarise current activity to improve continuity in the delivery of the curriculum that will continue and identify any areas for improvement. With regard to areas for improvement, there will be a need to agree priorities. The plan might therefore summarise key areas for improvement over the three year period with a more detailed project plan appended for any specific area to be addressed in 2007-08. Resource implications would be set out in the project plan. There is no requirement that new work be initiated in each of the core areas each year. Determination of priorities and the pace of development work are for local agreement.

### Questions

- What is the greatest need for change?
- Will the focus of curriculum planning be subject or skills based?
- If the focus is to be subject based, will it be on one or more of the core subjects only, or on a mixture of core and foundation subjects? What about linguistic continuity in Welsh?
- If the focus is to be on cross-curricular skills (literacy, numeracy, use of ICT, thinking skills), how many subjects should be involved?
- Would it be appropriate to change the focus according to a rolling programme over a number of years?
- Who is to lead on this work, and is there a need for a working group of teachers to develop resources or guidance?
- What in-service training is needed to support these developments?

The end product may be

- Detail of ongoing work including involvement in any local, LEA led or national initiatives that are being used to improve transition arrangements.

For example, the plan might summarise an existing arrangement for teachers in three of the five partners schools involved in the teaching of Welsh to meet and review the programme of study for their work in Key Stage 2 and Key Stage 3 so that there is continuity and progression in learning.

It could then go on to set out how this will be continued with a target of extending the arrangement to all partner schools by - for example - September 2008.

In addition, the guidance at para 3.13 refers to the support for curriculum continuity being provided to schools involved in work to implement the recommendations of the Assembly Government's PE and Schools Sport (PESS) action plan. In such circumstances the plan might summarise the contribution made by this work to improving transition.

- Agree any areas for improvement with timescales

For example the development of a more consistent approach across partner schools to the promotion of literacy or an agreement to develop a bridging unit in a specific subject. Where an improvement area is to be addressed in 2007-08 a project plan could then be appended setting out roles and responsibilities and how this work is to be resourced e.g. school resources, use of INSET, Better Schools Fund, Local Authority Transition Grant, GTCW grants. For details on guidance materials and resources, see Section 4 of the guidance.

### 3. Continuity in Teaching and Learning Methods

This should be a short summary analysis.

The questions provided below from para 3.13 of the guidance should help you identify priorities.

The plan should summarise current activity to improve continuity in teaching and learning methods that will continue and identify any areas of improvement. With regard to areas for improvement there will be a need to agree priorities. The plan might, therefore, summarise key areas for improvement over the three year period with a more detailed project plan appended for any specific area to be addressed in 2007-08.

#### Questions

- Are there common approaches to teaching and learning across all or some of the schools involved, and how can these be developed further?
- What is the greatest need for change?
- What in-service training is needed, and for whom, to support these developments?
- How can opportunities be provided for primary and secondary teachers to share experiences and expertise by, for example, observing each others' classrooms and teaching, or meeting to discuss or prepare joint schemes of work or bridging units?

- How can a consistent approach to the development of cross-curricular skills in the schools involved be encouraged?
- Do all schools involved have the necessary resources? If not, is there a way to share existing resources by, for example, using the resources of the secondary school with Year 6 pupils?

The end product may be

- Detail of ongoing work including involvement in any local, LEA led or national initiatives that are being used to improve transition arrangements.
- Agreement on areas for improvement over the course of the Plan. Where an improvement area is to be addressed in 2007-08 a project plan could then be appended.

#### 4. Consistency in assessment and monitoring and tracking pupils' progress against prior attainment

This should be a short summary analysis.

The questions provided below from para 3.15 of the guidance should help you identify priorities. The plan should summarise current activity to improve consistency in assessment and monitoring and tracking pupils' progress against prior attainment that will continue and identify any areas of improvement. With regard to areas for improvement there will be a need to agree priorities. The plan might therefore summarise key areas for improvement over the three year period with a more detailed project plan appended for specific areas to be addressed in 2007-08.

#### Questions

- What opportunities are provided for teachers from both phases to come together to discuss and assess children's work so that a common understanding of standards and progression is reached?
- How much common practice in assessment strategies is there between the feeder primary schools and the secondary school?
- What information about pupils' overall achievement is currently shared across the cluster of schools?
- What information about individual pupils' achievement passes from the primary to the secondary school at pupils' transition?
- How can the data be used more effectively in the secondary school to help curriculum planning, set targets for subjects, departments, classes and individual pupils?

## Questions

- What is currently being done within the LEA relating to assessment, monitoring and tracking of pupils' progress (for example, cross-LEA working groups producing bridging units or subject portfolios of pupils' work, analysis of pupils' achievement data across the LEA and the provision of summary or individualised data to all schools)?
- What additional support (in-service training, resources, LEA guidance and data) is needed to encourage greater consistency in assessment, monitoring and tracking of pupils' progress?

The end product may be

- Detail of ongoing work including involvement in any local, LEA led or national initiatives that are being used to improve transition arrangements in this area
- Agreement on any areas for improvement .Where an improvement area is to be addressed in 2007-08 a project plan could then be appended.

## 5. Evaluation of the impact of the policy and improvement initiatives on standards

This should be a short summary analysis.

The questions provided below from para 3.16 of the guidance should help you to identify priorities. In short the plan should summarise your approach to evaluation. With regard to areas for improvement there will be a need to agree priority areas for attention over the three year period of the plan. The plan might therefore summarise what will be addressed over the three year period of the plan with a more detailed project plan appended where a specific area is to be addressed in 2007-08.

- What strategies are needed to monitor the impact of the plan in terms of continuity of learning, teaching and assessment and who will be responsible for monitoring?
- What information is needed to contribute to monitoring the impact on standards?
- How will decisions be made about the effectiveness of the management of the plan?

The end product may follow the format below

- A commitment to regular review and development of the plan by partner schools at set out at section 1.

The approach to be adopted should tie with the detail set out in section 1 of the plan

- Detail on how the impact of specific initiatives will be monitored and made available to partner schools and the steering group to inform further work.

For example this might include arrangements to obtain feedback from Y6 pupils annually and consultation with Y6 and Y7 teachers.

- To set out details of local or LEA led initiatives that are being used to look at the impact of improved practice on quality of learning and standards.

For example ongoing analysis of pupil attainment.

## 6. Further areas for attention

The areas identified above - numbers 2- 5 ensure that the plan meets the Core Requirements set out in the Assembly Government's guidance and must be covered in a Transition Plan given the focus on continuity in the delivery of the curriculum. However, it is recognised that schools will have ongoing work in areas such a pastoral care and information sharing that they want to set out and possibly use the plan to extend to partner schools.

The additional issues to be covered in a Transition Plan are therefore for local determination. The guidance suggests three areas but coverage of these areas is not a legal requirement. In several areas there are already statutory requirements for example providing information on pupils. The plan should simply cross refer to existing documentation on such areas and therefore avoid duplication.

The areas for attention suggested in the guidance are set out below. In each case there are questions at para 3.19 to help you identify priorities.

- Meeting pupils' personal and social needs.
- Share information about pupils in addition to the statutory requirements.
- Communicate the learning needs of individual pupils' achievements and attainment.

This plan is agreed on behalf of the governing bodies of the partner school by the following

School \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

It is confirmed that a copy of the plan has been passed to the relevant local education authority(ies) as required by the Welsh Assembly Government's guidance.

Copies are also available on request at each of the partner schools.

## PROJECT PLAN TEMPLATE

Where areas for improvement are identified in a Transition Plan schools may wish to use the template below to agree the action to be taken - e.g. aims and objectives, roles and responsibilities, timescales and resources.

Priority: To raise standards of pupils' informative and persuasive writing				
Target: To maintain and improve pupils' standards of achievement, as assessed through teacher assessment at the end of KS2, on entry to Yr 7				
Strategically planned tasks:	Success criteria:	Personnel involved:	Timescale:	Budget Resources:
1. Planning meeting to discuss nature and purpose of effective KS2/3 transition		Head teachers of 3 schools 3 Deputy Heads 2 Advisers	September	Time
2. Liaison meetings to discuss focus area to identify aspects of informative and persuasive writing that need to be further developed and devise an action plan		Head teachers of 3 schools 3 Deputy Heads Literacy Coordinator Head of English	Two in October	Supply cover
3. Mutual lesson observation, focussing on: a) Teaching strategies which help pupils write well in an informative and persuasive style b) Standards of pupils' work with regards to writing in an informative and persuasive style		2 Secondary English teachers, 1 allocated to each primary school Yr 6 primary teachers	November and January	Supply cover

Strategically planned tasks:	Success criteria:	Personnel involved:	Timescale:	Budget Resources:
<p>4. Meetings following lesson observations</p> <ul style="list-style-type: none"> <li>a.) to discuss good practice observed</li> <li>b.) to undertake cross-phase moderation that will provide a baseline to achieve target</li> <li>c.) to scrutinize Schemes of Work on elements of writing in an informative and persuasive style</li> </ul>	<p>Agreed view on effective learning and teaching strategies</p> <p>Agreed common understanding of standards of achievement in relation to National Curriculum levels</p>	<p>2 Secondary English teachers</p> <p>Yr 6 primary teachers</p>	<p>Nov and Jan</p>	<p>Supply cover</p>
<p>5. Planning meeting to focus upon task to use as assessment for Yr 7 pupils</p>		<p>Secondary English teachers</p> <p>Yr 6 primary teachers</p>	<p>January</p>	
<p>6. Yr 7 task undertaken</p>	<p>Sustain positive pupil attitude towards writing in informative and persuasive style</p> <p>Maintained standards in sample group</p>	<p>Yr 7 English teachers</p>	<p>February</p>	<p>Set texts</p>

Strategically planned tasks:	Success criteria:	Personnel involved:	Timescale:	Budget Resources:
7. Moderation meeting to assess Yr 7 work to undertake planned evaluation of action plan		Secondary English teachers Yr 6 primary teachers	February	Supply cover
8. Summative evaluation meeting to discuss success of project in respect of the quality of learning and the standards achieved		3 Head teachers 3 teachers 3 teachers - primaries	March	Supply cover Total Cost =
Monitoring: who, how, when Of task completion				
Evaluation: who, how, when Against success Criteria and finally target				

## Possible checklists for self-review

## Managing and Co-ordinating transition

	Comment
Are the secondary school and its feeder primary schools organised into a catchment group/consortium/family of schools?	
Is there a steering group for the Transition Plan comprising representatives of all schools involved? Who are the members and when does it meet?	
Who is the designated co-ordinator for the group? What are the coordinator's responsibilities?	
What are the resource implications of the Transition Plan in terms of funding, staff time and training needs?	
What support is available, e.g. from the LEA, other sources of funding?	
How can current induction arrangements to smooth the transition of pupils into Year 7 be enhanced?	
How will the views of pupils and parents be gathered?	
What has the group agreed about when and how this improvement will be accomplished?	
Who will produce the written plan, how will it be published and how will copies be made available?	

## Continuity of curriculum planning

	Comment
How do teachers learn more about the programme of study for each other's key stage so that continuity and progression are embedded at the transition stage?	
In what ways do teachers discuss and develop schemes of work to remove duplication of content as pupils move from Y6 to Y7?	
How do teachers design manageable units of work that bridge Y6 and Y7?	
What arrangements enable teachers to learn about each other's teaching methods through observation and discussion?	
How do teachers develop consistent approaches to teaching literacy, numeracy and ICT skills?	
How do teachers jointly assess the work of pupils in Y6 and Y7?	
How do teachers identify pupils' individual learning needs and develop ways of meeting such needs?	

## Continuity in teaching and learning

	Comment
How do you ensure common approaches to teaching and learning across the schools involved, with the provision of (joint) training as necessary?	
How have ways been found to ensure that primary and secondary teachers meet regularly to observe each other's classrooms and teaching?	
How do you ensure that joint planning between primary and secondary teachers takes place?	
How do you ensure that there is a consistent approach to the development of cross-curricular skills in all the schools involved?	
How do you share existing resources to benefit all schools/pupils involved?	
How do you establish whether Year 7 pupils are working at a lower level than they were in Year 6 or repeating work they have already done?	

## Questions for the secondary school:

	Comment
Has consideration been given to operating an induction period when pupils are taught by a small team of teachers for most of the time?	
Would there be advantages in grouping subjects, e.g. in humanities and science, where one teacher teaches all the subjects in Year 7, sometimes using a thematic approach?	
Would there be value in some subject lessons being timetabled in a form base that replicates a primary classroom?	
Have you considered creating an area of school where Year 7 pupils have a distinct identity and can undertake a range of responsibilities relating to their 'home' area and their year group?	
Is there a case for integrating the teaching of independent study, homework, organisation and social skills into all subjects using an agreed common approach?	
Do you regularly review the deployment of teaching assistants in Year 7?	

## Continuity in the assessment, monitoring and tracking of pupils' progress

	Comment
Have you established a programme when teachers from both phases can come together to discuss and assess children's work so that a common understanding of standards and progression is reached? How often does this happen?	
Have you agreed a system for sharing information across the group of schools and an agreement about what information passes from the primary to the secondary school at pupils' transition?	
How does the secondary school use data to set targets for subjects, departments, classes and individual pupils?	
How can you establish a common system to track pupils' achievement that is passed on from primary to secondary school?	

How and when do you share the following information?

	Comment
Standards in core subjects achieved by pupils at the end of KS2, including standards in Welsh either as a first or second language.	
Standards in non-core subjects achieved by pupils at the end of KS2.	
Literacy standards for pupils for whom English is a second language.	
Copies of Year 6 reports to parents.	
Attendance records of Year 6 pupils.	
Pupils' behaviour support plans.	
IEPs and statements of AEN.	
Details of particular achievement or aptitude in extra-curricular activities such as music, sport, art, ICT.	
Any other information likely to impact on successful transfer, socially or academically.	
Information about pupils who are transferring from primary schools outside the school's traditional catchment area.	
Are there agreed dates and procedures for sending/receiving information?	
Is information shared using an agreed format? How have you arrived at this format?	

## How is information/data used in the secondary school?

	Comment
How do subject teachers in the secondary school know about the individual abilities and learning needs of the pupils they teach?	
Who is the senior manager in the secondary school with responsibility for receiving and disseminating information, and then monitoring and evaluating how well this information is used to ensure pupils make good progress in KS3?	
How do primary schools receive feedback about pupils' achievements in Year 7 and KS3 as a whole?	
How do you ensure that Year 6 teachers visit the secondary school at the end of the first term to observe 'their' pupils in class and look at their work?	
How do you use data effectively to identify underachievement by individual pupils, by groups and in particular subjects?	
How do you use data effectively to set targets for secondary subjects, departments, classes and individual pupils?	
How do you use data effectively to plan the next stages of learning?	

### Questions for the secondary SENCO:

	Comment
Do you attend the annual reviews of all Year 6 pupils? How is this organised?	
Do you meet with the primary SENCOs to review progress of Year 6 pupils and plan provision for them in Year 7? When does this happen?	
Do you visit all feeder primary schools in the summer term to talk to Year 6 teachers and to meet pupils who will require learning support? How is this organised?	
Do you receive copies of pupils' most recent IEPs and share them in advance with teachers who will teach those pupils in Year 7? When does this happen?	
Do you provide specific information about the pupils' abilities in speaking and listening, reading, writing, spelling and number work to all Year 7 teachers? In what way?	

## Additional learning needs in the secondary school

What are the arrangements for sharing information about the needs of particular groups of pupils? For example, those who:

	Comment
Require additional learning support?	
Are under-attaining?	
Are at risk of under-achieving?	
Are able and talented?	
Lack motivation and self-esteem?	
Have behavioural difficulties?	
Have attendance problems?	
Have English as an additional language?	
Are looked-after children?	

## Reviewing and monitoring the Transition Plan

	Comment
Have the secondary school and its feeder primary schools agreed and produced a single written transition policy that meets the regulations?	
How often and when will this plan be reviewed and amended as necessary in order to improve it and to meet changing circumstances? Who will take responsibility for this work and how will it be organised?	
How will the governing bodies and senior managers of the schools involved monitor the impact of the Transition Plan in terms of continuity of learning, teaching and assessment?	
How will the governing bodies and senior managers of the schools involved review the impact of the Transition Plan on standards achieved?	
How will all involved ensure that this review process determines future planning?	
How will decisions be made about the effectiveness of the management of the transition plan?	

**NATIONAL ASSEMBLY FOR WALES**

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**S T A T U T O R Y   I N S T R U M E N T S**

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**2006 No. (W.520 (W64))**

**EDUCATION, WALES**

**The Transition from Primary to  
Secondary School (Wales)  
Regulations 2006**

**EXPLANATORY NOTE**

*(This note is not part of the Regulations)*

Section 198 of the Education Act 2002 enables the National Assembly for Wales to require the governing body of each secondary school (or specified class of secondary school) maintained by a local education authority in Wales and the governing bodies of their feeder primary schools so maintained, jointly, to draw up plans to facilitate the transition of pupils from the primary schools to the secondary school (“Transition Plans”).

There is no definition of “feeder primary school” for the purposes of section 198, but in determining whether a particular primary school is a feeder primary school in relation to a particular secondary school, regard is to be had to guidance issued by the National Assembly, and regulations may provide for disputes to be determined by the National Assembly (regulation 4).

Regulations may also make provision about plans, including provision about timing, content, review and amendment.

These Regulations make provision for the determination of disputes by the National Assembly (regulation 4).

They also contain provisions about Transition Plans, including –

- requirements as to the form and content of plans, and for their publication (regulation 5 and Schedule)

- requirements as to when the first plans must be drawn up and published and as to the first cohort of pupils to be covered (regulation 6)
- provision for the review of plans and, where necessary or desirable, for their revision or replacement (regulation 7)
- provision as to the manner in which plans are to be published (regulation 8)
- a requirement for copies of plans to be sent to the local education authority or authorities by which the schools are maintained and to anyone who requests a copy (regulation 9).

**2006 No. (W.520(W64))**

**EDUCATION, WALES**

**The Transition from Primary to  
Secondary School (Wales)  
Regulations 2006**

*Made* 2006

*Coming into force* 1 September 2006

In exercise of the powers conferred on the National Assembly for Wales by sections 198(3) and 210(7) of the Education Act 2002<sup>(1)</sup>, the National Assembly for Wales hereby makes the following Regulations:

**Title and commencement**

1. The title of these Regulations is the Transition from Primary to Secondary School (Wales) Regulations 2006 and they come into force on 1 September 2006.

**Interpretation**

2. —(1) In these Regulations —

“the 2002 Act” (“*Deddf 2002*”) means the Education Act 2002;

“National Assembly” (“*Cynulliad Cenedlaethol*”) means the National Assembly for Wales;

“school year” (“*blwyddyn ysgol*”) means the period beginning with the first school term to begin after July and ending with the beginning of the first such term to begin after the following July;

“Transition Plan” (“*Cynllun Pontio*”) means a plan of the kind referred to in section 198(1) of the 2002 Act and regulation 3(2).

“Year 6” (“*Blwyddyn 6*”) means the pupil year group of a primary school all or the majority of the pupils in which are expected to transfer to secondary school at the beginning of the following school year;

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(1) 2002 c.32.

and references to the publication of a Transition Plan (including an amended plan) or of a statement of the kind referred to in regulation 7(6) are to the publication of the plan or statement in accordance with regulation 8.

### **Application of the Regulations**

**3.** —(1) These Regulations apply only in relation to schools for which Transition Plans are required.

(2) For the purposes of paragraph (1), Transition Plans are required for each secondary school maintained by a local education authority in Wales (or which falls within a specified class of such a school), and for each of its feeder primary schools maintained by such an authority, the governing bodies of which are, by virtue of a requirement imposed by the National Assembly under section 198(1) of the 2002 Act, required jointly to draw up plans to facilitate the transition from primary school to secondary school of pupils at those primary schools who are admitted to the secondary school.

### **Disputes as to whether a school is a feeder primary school**

**4.** Any dispute as to whether, for the purposes of section 198 of the 2002 Act, a particular school is to be regarded as a feeder primary school in relation to a particular secondary school is to be determined by the National Assembly.

### **Form, content and publication of Transition Plans**

**5.** —(1) A single Transition Plan is to be drawn up in respect of a secondary school and its feeder primary schools, but it may contain provision for any one or more feeder primary schools which is different from the provision for the other feeder primary school or schools.

(2) Transition Plans must be in writing.

(3) Each plan must briefly explain the effect of section 198 of the 2002 Act (and, in particular, the purpose of a Transition Plan).

(4) Each plan must state that it was jointly drawn up by the governing body of the secondary school concerned and the governing bodies of its feeder primary schools, and must state the names of all the schools.

(5) Each plan must indicate the first pupil cohort to which it applies by reference to the school year at the beginning of which those first pupils moved up to Year 6 in their primary school.

(6) Each plan must be published and must state the date on which it was published.

(7) Transition Plans must (as a minimum) deal with the matters specified in the Schedule.

(8) In this regulation, references to a plan include references to a revised plan.

### **Preparation and publication of first Transition Plans**

6. -(1) Subject to paragraph (4), the first Transition Plan for a secondary school and each feeder primary school of that secondary school must be published on or before the beginning of the publication school year.

(2) In this regulation, “the publication school year” means the school year of the secondary school immediately following the one at the beginning of which pupils of the feeder primary schools first transferred to the secondary school from those schools (as feeder primary schools), or the 2007/2008 school year (whichever is the later).

(3) The first pupils to which a first Transition Plan applies are those pupils of each feeder primary school who expect to transfer from the feeder primary school to the secondary school in the school year of the secondary school immediately following the publication school year.

(4) This regulation does not apply where there is already a Transition Plan for a secondary school and an existing feeder primary school or schools of that secondary school which falls to be reviewed under regulation 7(1)(a) (following a “new primary school” becoming a feeder primary school of that secondary school).

(5) Work on drawing up a first Transition Plan must begin in sufficient time for the plan to be published on the date on which it is required to be published under this regulation.

### **Review of Transition Plans**

7. —(1) A Transition Plan must be reviewed -

- (a) if a primary school (“the new primary school”) becomes a feeder primary school of a secondary school which already has one or more feeder primary schools;
- (b) if the governing bodies of all of the schools concerned consider that it might be necessary or desirable for revisions to be made; and
- (c) in any event before the expiration of the period of three years beginning on the date on which the first Transition Plan was

published and (subject to paragraph (14)) at intervals of three years thereafter.

(2) The purpose of a review under sub-paragraph (a) of paragraph (1) is for the governing bodies of the schools which drew up the current Transition Plan and the governing body of the new primary school, after jointly reviewing the current Transition Plan and considering what revisions it is necessary or desirable to make to it, to jointly draw up a revised or new Transition Plan having regard, in particular, to the views of the governing body of the new primary school on what the plan should contain.

(3) The purpose of a review under sub-paragraph (b) or (c) of paragraph (1) is for the governing bodies of the schools which drew up the current Transition Plan to consider whether it is necessary or desirable to revise the plan and, if it is considered that it is necessary or desirable to revise it, to jointly draw up a revised or new Transition Plan.

(4) A plan which has been reviewed under paragraph (1)(b) may be further reviewed under that paragraph.

(5) Following a review under paragraph (1)(a) the current Transition Plan must be revised or a new Transition Plan drawn up.

(6) If, following a review under paragraph (1)(b) or (c), the governing bodies decide not to revise (or replace) the current Transition Plan, they must publish a statement recording that decision and giving brief reasons for it (a "Statement").

(7) In the case of a review under paragraph (1)(a), the new (or revised) Transition Plan must be published on or before the beginning of the publication school year, and the review must begin in sufficient time for that requirement to be met.

(8) In paragraph (7), "the publication school year" means the school year of the secondary school immediately following the one at the beginning of which the first pupils of the new primary school (as a feeder primary school) transferred to the secondary school.

(9) In the case of a review under paragraph (1)(a), the first pupils of the new primary school to which the new or revised Transition Plan applies are those pupils who expect to transfer to the secondary school in the school year of the secondary school immediately following the publication school year.

(10) In the case of a review under paragraph (1)(b), the new (or revised) Transition Plan or Statement, as the case may be, must be published as soon as reasonably practicable.

(11) In the case of a review under paragraph (1)(c), the new (or revised) Transition Plan or Statement, as the case may be, must be published on or before the expiration of the period of three years beginning on the

date on which the current Transition Plan was published, and the review must begin in sufficient time for that requirement to be met.

(12) In this regulation “the current Transition Plan” means the Transition Plan current at the time of the review.

(13) In this Regulation and regulation 8, “Statement” has the meaning given in paragraph (6) of this regulation.

(14) Where a Transition Plan is revised or replaced following a review under sub-paragraph (a) or (b) of paragraph (1), the three year intervals for review referred to in sub-paragraph (c) of that paragraph will henceforth run from the date on which the revised or new Plan is published.

### **Method of publication of Transition Plans and provision of copies**

**8.** —(1) For the purposes of these Regulations, a Transition Plan or Statement is published by its being made available at the secondary school and feeder primary schools to which it relates by the governing bodies of those schools for inspection at the schools.

(2) In this regulation “Transition Plan” includes a revised such plan.

**9.** —(1) The governing body of the secondary school must furnish a copy of the Transition Plan to the local education authority by which the secondary school and feeder primary schools are maintained or, if they are maintained by two or more different local education authorities, to each or all of them.

(2) A copy of the Transition Plan must be furnished by the governing body of the secondary school or feeder primary school, as the case may be, to any person from whom a request for a copy is received by that governing body, and they may charge a fee for any copy of the plan furnished by them under this paragraph (not exceeding the cost of supply).

(3) In this regulation, “Transition Plan” includes a revised plan.

Signed on behalf of the National Assembly for Wales  
under section 66(1) of the Government of Wales Act  
1998(1)

Date

The Presiding Officer of the National Assembly

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(1) 1998 c.38.

## SCHEDULE

Regulation 5(7)

### Matters which must be dealt with in Transition Agreements

1. The proposals generally for managing and co-ordinating the transition of pupils from the feeder primary schools to the secondary school.
2. A description of how continuity of curriculum planning will be achieved in the transition from the feeder primary schools to the secondary school.
3. A description of how continuity in teaching and learning methods will be achieved in the transition.
4. A description of how consistency in the assessment, monitoring and tracking of pupils' progress will be achieved in the transition.
5. The arrangements for reviewing and monitoring the plan for the purpose of assessing the impact it has had on standards achieved by pupils who are admitted to the secondary school, and considering how the transition process might be better managed.

# NATIONAL ASSEMBLY FOR WALES

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## SUBORDINATE LEGISLATION

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**2006 No.12**

### **EDUCATION, WALES**

#### **Requirement for the production of Transition Plans and guidance 2006**

*Made* 28 February 2006

*Coming into force* 1 September 2006

**The National Assembly for Wales has powers under section 198(1) of the Education Act 2002 (“the Act”) to make it a requirement (“the requirement”) for the governing bodies of maintained secondary schools (or maintained secondary schools of a specified class) and their feeder primary schools, jointly, to draw up plans (“transition plans”) to facilitate the transition of pupils from primary to secondary school. Guidance may be given by the Assembly, including, by virtue of subsection (2), guidance for the purpose of determining whether a particular school is to be regarded as a feeder primary school in relation to a particular secondary school (“the Guidance”). In determining that question, regard must be had to the Guidance. Those two powers are exercised by this Instrument.**

#### **Application and status**

**This Instrument is to come into force on 1 September 2006 and the Requirement and Guidance accordingly have effect on that date. It does not repeal or amend previous legislation.**

Associated Regulations (The Transition from Primary to Secondary School (Wales) Regulations 2006) also come into force on 1 September 2006 with Transition Plans to be in place by 1 September 2007. The first cohort to transfer under these arrangements will be those transferring in September 2008.

#### **Categories of schools subject to the Requirement**

(a) Background

As explained below, the National Assembly has decided to limit the categories of maintained primary schools which are to be regarded as feeder primary schools of a secondary school for the purposes of section 198 of the Act and so required to draw up Transition Plans to those where there is significant movement of pupils between the primary and secondary schools at the end of Year 6.

(b) The Requirement

**Accordingly, the Requirement is to apply to :**

- **community, voluntary and foundation secondary schools where they have feeder primary schools as defined below in the Guidance; and**
- **community, voluntary and foundation primary schools as so defined.**

**Guidance on definition of a “Feeder Primary School”**

(i) Background

Transition Plans aim to foster a close working relationship between a secondary school and its feeder primary schools. This relationship is based on an ongoing commitment to work together to develop and deliver the curriculum in a manner that supports continuity and progression in learning for pupils as they move from Year 6 to Year 7.

It is recognised that every primary school in Wales already has links with a number of secondary schools as a result of existing requirements for information on pupils to transfer to the appropriate secondary school on moving to Key Stage 3. Transfer of information on pupils is governed by existing regulations - The Education (Pupil Information) (Wales) Regulations 2004 (Welsh Statutory Instrument 2004 No.1026 (W.123)).

Transition Plans will build on and add value to the current arrangements for the transfer of information on pupils and the arrangements for the transfer of young people with a statement of special educational needs. In particular, as recommended by Estyn, Transition Plans will focus on continuity in the delivery of the curriculum and better alignment of classroom practice.

The Assembly therefore considers that the Requirement for the drawing up of Transition Plans should be limited to instances where there is an established and ongoing relationship between a primary school and a particular secondary school founded on the majority of the Year 6 cohort from the primary school transferring to that particular secondary school.

This approach ensures that Transition Plans will be put in place where there is a solid basis for schools to work together and take practical measures to improve continuity in the delivery of the curriculum. It also minimises the burden on schools by ensuring that a primary school is not required to work with more than one secondary school in developing a Transition Plan

It should be noted that the definition of a feeder primary school is only for the purposes of section 198 of the Education Act 2002. It does not affect current admission criteria for secondary schools or determine the catchment area of a particular secondary school.

(ii) Guidance

**Accordingly:**

**For the purposes of section 198 of the Act, a school should be regarded as a feeder primary school of a particular secondary school where more than half of the Year 6 cohort has transferred to the secondary school at the end of the last school year.**

**However, In response to comments registered during the consultation about cohort size in small schools there will be an exemption for primary schools with Year 6 pupils where the total number of registered pupils at the school is fifty or less at the end of the school year.**

**Disputes**

The Regulations provide for any dispute as to whether a school is a feeder primary school of a particular secondary school to be determined by the Assembly. Procedures will be put in place for such resolution of disputes.

**Further Guidance**

Further guidance will be issued on the exercise of functions under section 198 in due course.

Signed on behalf of the National Assembly for Wales

28 February 2006

*D. Elis-Thomas*

The Presiding Officer of the National Assembly