



# GP31 – Transition from Primary School



<b>Last Review Date</b>	February 2026	<b>Next Review Date</b>	November 2026
<b>Leader of Policy Review</b>	Assistant Headteacher, Deputy Headteacher		
<b>Associated Policies</b>	Home School Partnership		

The aims of this policy are:

- To promote the continuity of education between the key stages and support cross phase work
- To facilitate greater staff awareness of the practice and methodologies in Key Stage 2
- To enable effective transfer of students between key stages and to prepare students for the transfer experience
- To ensure availability and use of relevant student transfer data and to identify and target specific support at those students considered to be vulnerable educationally socially, physically or emotionally
- To ensure all stakeholders including parents/carers/families are fully informed of the transfer process
- To encourage discussion between key stages and thus inform decision making and policy development
- To share expertise and resources, and 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

## TRANSITION PLAN

The School has a Transition Plan. The plan sets out how we work to realise our aims and review progress. We seek the views of parents, carers and students on the approach taken and work in partnership with colleagues in the Local Authority. The school's Coordinator supports the work of a steering group and manages all aspects of the transfer process between primary and secondary education.

The School works to develop a transition curriculum plan for students in Years 6 and 7 in the core subjects and Welsh, with set assessment tasks based on a two-year transitional unit. This involves each primary school completing a number of common tasks, which include the development of key skills. There is a focus upon establishing continuity between the key stages. We aim to:

- Share common approaches to teaching and learning, including cross-curricular skills
- Allow staff to exchange with primary schools so that they can further their experience
- Use ITT students to provide feedback following their visits to primary schools.
- Meet with primary school colleagues to discuss learning methods and identify the learning styles of students transferring to the Alun School.
- Be aware of transition initiatives both locally and nationally.

We will develop consistency in assessment and monitoring and tracking students' progress through set assessment tasks. This will involve each primary school completing a number of common tasks and these tasks being moderated against national curriculum levels across both key stages. Additionally we will identify and track the progress of selected Year 7 students using the above Year 6 tasks compared to the CATs and FFT data. On entry, the information gathered from the primary schools, as well as the information from CATs/ FFT and literacy/numeracy tests, is used as a baseline to measure student progress.

The School hosts Primary Liaison Meetings once a term with colleagues from primary schools. The meetings increase mutual understanding and help to support curriculum links across the phase.

### **MANAGING AND COORDINATING TRANSITION**

The School employs a range of strategies throughout the transition process.

- Open Day for Year 6 students in October.
- 'Alun Walk' – a visit by primary school pupils to tour the school under the guidance of a Sixth Form Ambassador
- Visits to all Year 6 students in their primary schools to discuss the transfer process.
- Collation of information via the Flintshire transfer document.
- Visits to all students with additional learning needs to discuss their individual needs. This would involve meetings with individual students, parents and primary school teachers to identify the specific needs of the individual students and draw an Individual Education Plan for each child. This plan would identify the individual learning needs of the student.
- A range of sporting activities run for primary schools on our site.
- Visits by Year 6 students to curricular areas.
- Visits by Year 12 students and staff to primary schools to start work with students in a range of subjects.
- Year 6 Induction Day when students spend a day in school and then parents come in the evening for information sharing and advice.

Parents receive full documentation prior to transfer, including the School Prospectus that contains summaries of all policies and the Home-School Partnership.

In the first term in School, parents are invited to an Information Evening where they receive general information on the school and the curriculum. One of the set of questionnaires used annually by the School is given to parents of Year 7 students at this time.

## **YEAR 5 TRANSITION**

The School recognises the increasing importance of early transition activities for pupils in Year 5. Feedback from our clusters and parental surveys indicate that earlier engagement improves pupil confidence, supports familiarity with routines, and helps ensure a smoother transition into Year 7. To strengthen continuity across Key Stage 2–3 and support the long-term sustainability of pupil numbers, the School will implement the following arrangements:

### **Aims of Year 5 Transition**

- Provide pupils with early exposure to the Alun's environment, routines and expectations prior to parents selecting their preferred school.
- Support pupils' wellbeing by reducing anxiety associated with transition to secondary school.
- Provide primary colleagues with an insight into secondary subject areas and pedagogy e.g., literacy elements.
- Strengthen relationships with families through earlier contact.

### **Structure of Year 5 Transition Activities**

- A Year 5 Transition Day involving taster lessons, tours and engagement with year 7 pupils, staff and Sixth Form Ambassadors.
- Additional subject-based or pastoral visits where appropriate.

### **Staffing, PPA and Workload Considerations**

To ensure that Year 5 transition activity is deliverable and fair to staff, the following principles will apply:

- When transition events fall within staff PPA (Autumn Term Sessions), the School will provide equivalent time back, through covered lessons.
- Transition work required for Year 5 (e.g., familiarisation with lesson resources) will be accounted for within this time-back model.
- The School will seek, wherever possible, to schedule Year 5 transition during periods of reduced teaching commitments. This includes the final two weeks of September, when assessments and parents' evening pressures are minimal, and during gain time in June and July. Whole-summer-term scheduling is not feasible due to foreign visits, Year 6 transition events, the Eisteddfod and other statutory commitments. Therefore, the School will adopt a blended approach (e.g., September and June).
- The School will consult with unions to ensure transparency, equity of workload, and compliance with national guidelines.

### **Review**

Year 5 transition arrangements will be reviewed annually in partnership with primary schools, staff and trade union representatives. Teacher, pupil and parental feedback will continue to inform improvements to the programme.