



## Ysgol Pen Coch and Ysgol Maes Hyfryd Key stage 2 to key stage 3 Transition Policy



### Context

The Welsh Assembly Government is committed to improve continuity and progression in learning for pupils from key stage 2 to key stage 3. The Education Act 2002, section 198, requires that maintained secondary schools and their feeder primary schools work together to provide a clear plan to facilitate transition from primary to secondary school.

### Statement

Ysgol Pen Coch and Ysgol Maes Hyfryd recognise the vital importance of continuity and progression for pupils with special educational needs. Close working of the two schools is necessary to achieve the best opportunities for the pupils.

### Aims

- To provide the best possible transition for year 6 pupils and to minimise the disruption to learning through the sharing of information and staff, pupil and parent visits to both schools
- To encourage positive feelings about the transition to secondary school with pupils, parents and staff
- To encourage staff from both schools to feel welcome in both environments
- To ensure teaching staff from year 6 and 7 meet regularly to plan and share information, expertise and good practice
- To provide pupils with the opportunity to familiarise themselves with the secondary environment and the staff
- To facilitate educational continuity and progression by joint planning of bridging units for year 6 and 7

### Transition Plan organisation

#### Managing and coordinating joint transition

The responsibility for managing the transition process lies jointly with the two schools – this involves regular meetings of the Co-ordinators to ensure a joint process that is beneficial to pupils from both schools.

#### Joint curriculum planning

The development of bridging units to provide the basis of subject content continuity and progression will be the responsibility of year 6 and year 7 teachers. Joint planning meetings will be held termly.

#### Continuity in teaching and learning methods

Year 6 and year 7 teaching and support staff will have the opportunity to visit each other's classrooms to observe classroom practice.

Visits to year 6:

The prime focus of year 7 staff will be to observe year 6 pupils and their methods of communication, learning styles and the positive behaviour handling of year 6 staff.

Discussion will include pupil learning, communication, manual handling, positive behaviour handling. Staff will share individual educational plans (IEPs) and individual behaviour plans (IBPs).

The focus for year 6 staff will be to share information which is individual to pupils and essential for minimal disruption to the learning of pupils.

Visits to year 7:

The focus for year 6 staff will be to observe the previous year's pupils and their transition to year 7.

The focus for year 7 staff will be to clarify any questions on individual needs.

#### Continuity in assessment

Meetings between year 6 and 7 teaching staff will be used to share the assessment data and the IEP targets for individual pupils. An annual opportunity to moderate pupil work for teacher assessment purposes should take place in the summer term.

#### Evaluating the impact of the policy

This policy and the transition plan will be reviewed on an annual basis. The Co-ordinators will meet in the summer term to evaluate the process and to update the plan as required. It is anticipated that the year 6 cohort will have ever changing individual needs and they will need to be clarified and planned for in advance.

Pupil and parent questionnaires will seek to find how the process has gone and where improvements could be made. Year 6 questionnaires in the summer term and year 7 in the autumn term