

## Holy Trinity C.E (VA) Primary School

### Secondary School Liaison Policy

#### Rationale

The importance of a good start to secondary school education cannot be overstated.

- *Sir Michael Wilshaw Sept 2015*

Evidence from the National Foundation for Educational Research has shown that 40 per cent of pupils lose motivation and make no progress in the year after transfer to secondary school. Other research shows that 25% of Year 6 pupils find the transition from primary school to secondary school problematic (Lyons and Wood 2012)

Many of those directly involved in the crucial transition years report concerns which include communication difficulties, cultural differences between the primary and secondary 'styles' and insufficient attention to the emotions experienced in changing schools.

Smooth transition arrangements between primary and secondary school ensures that pupils have the best start possible to the new phase of their education.

Ofsted will check:

- how information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset - this is particularly important between the early years and Key Stage 1 and between Key Stages 2 and 3 (School Inspection Handbook - 2015)

#### Aims

- To ensure a smooth transition from Y6 to Y7 for all pupils.
- To efficiently and effectively transfer relevant information concerning Y6 pupils to the Secondary schools.
- To ensure that the anxieties of the pupils involved, and their parents, are minimised.
- To further develop relationships with Secondary Schools in the area

## **Implementation**

The school maintains a close link with all local secondary schools as children from Holy Trinity leave and go to one of 10 (2016) secondary schools.

## **Bureaucratic**

Transfer to secondary school is one of the most important steps that pupils take in their education. Fundamental to successful transfer is the effective transmission of statutory assessment and other pupil information. It has a crucial role to play in supporting continuity and progression and in the raising of achievement.

As per the DfE Guidance 0268/2002 *The Common Transfer File* the school uses electronic transmission of pupil information between schools, utilising a secure data transfer system.

- All CTF's are transferred using SIMS and the secure transfer site.
- The school supports the secondary schools making children aware of their open evenings.
- Parents are told about applying for secondary school places online at the Y6 information evening in July
- Teacher Assessment results are sent to the high school early in the second half of the summer term.
- SATS results and any SEN details are sent to the school as soon as possible.
- Reports for children with Special Educational Needs are exchanged.

## **Social and Personal**

- Newsletters from the secondary school inform Year 6 pupils and their teachers of the events and activities organised in Key Stage 3.
- The Head of Year 7 or their representatives at the Secondary Schools visit the children in Year 6 during the summer term. There is an opportunity to observe their learning, find out more about individuals and give them information about their new school.
- A summer term Transition Day is arranged (First Friday in July) to enable the children to become more familiar with the building and its staff.

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- Other visits to the secondary schools take place as part of extra curricular activities through various partnerships. This enables sharing of secondary school resources and further enables the children to identify with secondary school buildings and layout.
- **Children who are identified as having particular issues around transition have a specific 'transition plan' written once school places are allocated.**

### **Curriculum**

Links have been made with local secondary schools about units that can be taught as transition units, which can be continued at the secondary school the pupils are going to. Year 6 pupils will complete a Geography unit linked to Fair Trade with work completed shared with their new school.

### **Pedagogic**

- Opportunities are given for secondary school colleagues to observe in the primary school.
- Training through the Maths and English for both KS2 and KS3 teachers focus on the pedagogical approach and content of work in both key stages.

### **Managing Learning**

- Regular opportunities given throughout Year 6 to develop skills of autonomous learning, a number of the steps on the pupils' 'Learning Ladders' are linked to skills they can apply at their secondary school.
- Arrangements for the transition of pupils with Statements of Special Educational Needs begin in Year 5. The SENCO may visit the secondary schools with parents and further opportunities to visit the school before the transition period will be made available.

### **Monitoring**

The effectiveness of this policy is monitored by the Headteacher.

### **Evaluation and Review**

Review April 2018

This policy has been assessed for Equality Impact Assessment and has a low priority.

Policy agreed by *Governors*: April 2016

Review Date: April 2018