

Transition and pupil progress; Features of effective practice

Where practice is most effective, schools and clusters:



Have a clear vision for how they will ensure that learning and teaching support pupils to make effective and systematic progress across transition from primary to secondary school.

Have detailed transition plans that consider curriculum progression and teaching, and address carefully how the cluster will collaborate to ensure that pupils' knowledge, skills, and experiences develop systematically and progressively.



Develop a shared understanding of progression through equal partnership and collaboration.

Prioritise working together to ensure that curricula from primary to secondary school are well-aligned and that pupils' learning builds systematically from primary and into secondary schools.



Implement systematic processes for sharing and using information from primary schools to support pupils' progress and well-being in secondary school.

Target professional learning towards understanding curriculum progression and developing a shared understanding of effective pedagogy.

Develop continuity in teaching approaches and classroom practices between primary and secondary schools, where appropriate, to help support pupils to make continued progress.

Develop and implement strategies across schools to ensure that pupils take an active role in their own learning and develop the skills to monitor, regulate, and assess themselves and become more effective learners.



Monitor and evaluate pupils' learning and well-being across transition to help ensure that pupils develop progressively.

Plan and implement comprehensive and tailored induction programmes, over time, to support pupils' confidence and well-being, and ease their transition from primary to secondary school.

Individualise transition and induction for pupils that need extra support and those with Additional Learning Needs, where appropriate, to ensure that they are well-prepared for secondary school.

Evaluate carefully the impact of transition and induction strategies, and refine and improve approaches to ensure that they support pupils' progress and their well-being effectively.