



# Transition KS2 to KS3 (Cluster) Policy Pontio CA2 i CA3 (Clwstwr)

School / Ysgol:	Rhyl High School
Responsible / Cyfrifol:	Headteacher / Governing Body
Last Reviewed:	3 July 2025
Review Date:	3 July 2026



"Being the best we can be"  
"Be brave, risk being exceptional!"

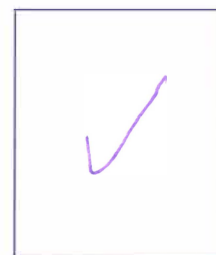


# This Policy is a:

Please indicate (✓)

## Statutory policy :

This is a model policy that has been developed by Denbighshire Education and Children's Services with schools and partners which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.




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This Policy relates to:

Please indicate (✓)

Rhyl High School (Secondary)	
All schools (please name)	
Other (please name)	

Headteachers Signature:

Mr P. Collins

Date: ..

Chair of Governors Signature:

Mr M. Harris

Date:

**Rhyl Cluster**  
**KS2 to KS3**  
**Transition Policy - Transition Plan**

**Date: June 2025**

**Review Date: June 2026**

## **Transition Plan**

### *Regulation 7*

The Governing Bodies of Rhyl High School and our feeder primary schools will jointly draw up a single Transition Plan to support transition of learners from Year 6 to Year 7. Provision for individual feeder primary schools within the plan may be different, but there will only be a single plan held by the Rhyl High School.

Our Transition Plans will be published on or before 1 September of the school year that the Transition Plan is to take effect.

The pupils to which a Transition Plan applies are those pupils who, from the beginning of the school year in which the subsequent Transition Plan takes effect, are in year 6 of each feeder primary school and expect to transfer from the feeder primary school to the secondary school in the next school year of the secondary school.

Our Transition Plan will always be in writing.

## **Current Feeder Schools**

Our current Transition Plan represents a joint agreement between Rhyl High School and the following feeder schools:

- Ysgol Llywelyn
- Ysgol Emmanuel
- Ysgol Y Castell
- Christchurch Primary School
- Ysgol Bryn Hedydd

Guidance states that the Welsh Ministers 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.

The definition does not transcend current admission criteria for secondary schools or determine the catchment area of a particular secondary school.

Our feeder primary school relationship will be reviewed annually to determine whether, as a result of changing patterns of learner movement, there is still a requirement for a transition plan.

## **Publication of Transition Plans and provision of copies**

### *Regulation 11*



(1) A Transition Plan or Statement must be made available for inspection by the schools to which it relates by the governing bodies of those schools.

(2) The governing body of the secondary school must provide a copy of the Transition Plan (or revised plan) to the local authority by which the secondary school and feeder primary schools are maintained or, if they are maintained by two or more different local authorities, to all of them.

We understand that there is a requirement for copies of Transition Plans to anyone who requests a copy.

## **Purpose**

Transition Plans will support and improve links between Rhyl High School and feeder primary schools and have a specific focus on working together to support coherent learner progression, support the overall needs and well-being of the learner and ensure appropriate pace and challenge in a school's approach to progression when developing their curriculum and assessment arrangements from Y6-Y7. They will support transition under Curriculum for Wales.

## **Focus**

Our Transition Plans will always support transition and learner progression within Curriculum for Wales. Transition Plans will focus on how continuity of learning will be achieved through curriculum design, planning and teaching for learning for Year 6 learners under Curriculum for Wales, and how individual learner needs, and well-being will be supported during transition.

## **Core content of Transition Plans**

### *Regulation 6*

Under the [\*\*2022 Transition Regulations\*\*](#) transition plans will cover the following matters:

- proposals generally for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school
- proposals generally for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7

- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:

- continuity of learning will be achieved through curriculum design and planning for teaching and learning for pupils in year 6 moving to year 7.
- individual pupil's progression will be supported as they transition from primary school to secondary school.
- how the learning needs and the well-being of each individual pupil will be supported as they transition from primary school to secondary school.

### **Review of Transition Plans**

#### *Regulation 8.*

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 a primary school ceases to be a feeder primary school of a secondary school,
- (c) if the curriculum of either the primary or secondary school is reviewed under section 12 of the 2021 Act,
- (d) if the assessment arrangements of either the primary or secondary school made under the Education (Arrangements for Assessing in the Curriculum for Wales) Regulations 2022<sup>(1)</sup> are reviewed,
- (e) if the governing bodies of all the schools concerned consider it appropriate to do so, or
- (f) at the end of the period of 3 years beginning on the date on which the Transition Plan (or revised plan) was published

### **Purpose of a review**

#### *Regulation 9*

1. The purpose of a review under regulation 8(a) is—

- (a) for the governing bodies of the schools which agreed the current Transition Plan and the governing body of the new primary school to jointly consider what revisions (if any) are appropriate, and
- (b) for the governing bodies to jointly agree a new Transition Plan if they think it appropriate to do so.

2. The purpose of a review under regulation 8(b) to (e) is for the governing bodies of the schools which agreed the current Transition Plan to consider—

- (a) whether it is necessary or desirable to revise the Transition Plan, and
- (b) if it is considered that it is necessary or desirable to revise the Transition Plan, to jointly draw up a revised or new Transition Plan.
3. In all cases the governing bodies of the schools concerned must take account of how the transition process might be better managed by the governing bodies and head teachers when carrying out a review under regulation 8.

### **Publication of a statement following a review**

#### *Regulation 10*

1. If, following a review under regulation 8, the governing bodies decide not to revise the current Transition Plan, they must publish a statement recording that decision, giving brief reasons for it ("a Statement").
2. The new (or revised) Transition Plan must be published as soon as reasonably practicable and no later than the beginning of the publication school year.
3. In the case of a review under regulation 8(a), the first pupils of the new primary school to which the new or revised Transition Plan applies are those pupils who, at the beginning of the school year, are in year 6 and expect to transfer to the secondary school in the following school year of the secondary school.
4. In this regulation, "Statement" has the meaning given in paragraph (1) of this regulation.

### **Voluntary arrangements to support and improve transition planning**

The [2022 Transition Regulations](#) sets the minimum legal requirement for when formal transition plans must be drawn up. However, we acknowledge that primary schools frequently have links with a number of secondary schools where less than 50% of Year 6 learners move to the secondary school. We understand that in such instances there is no statutory requirement for a Transition Plan.

Our governing body and senior management teams in such circumstances will enter voluntary arrangements to support transition planning using the overall format provided for Transition Plans.

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

### **Transition planning and shared understanding of progression**



When coming together to develop our understanding of progression, our primary and secondary school practitioners will consider not only progression at Year 6 and Year 7 but the 3 to 16 continuums as a whole. These arrangements, put in place to enable practitioners to work together at a school setting, cluster or network level to develop that shared understanding, will support the facilitation of our voluntary arrangements required to allow practitioners to consider transition from Year 6 beyond the minimum requirement.

### **Disputes**

#### *Regulation 5*

The [2022 Transition 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 Welsh Ministers. Procedures will be put in place for such resolution of disputes.

A primary school may dispute whether they are a feeder primary school of a secondary school. In most instances, the position would be able to be clarified through reference to the information held by the schools and the local authority on the destination of learners completing Year 6. If, however, disputes cannot be resolved at a local level they should be referred to the Welsh Government's Education Department.

### **Legal Requirements**

Full details of the Legal requirements placed on the governing bodies of Rhyl High School and feeder primary schools are in the [2022 Transition Regulations](#) and the [Requirement for the production of transition plans and guidance 2022](#). These should both be looked at alongside this policy. This guidance also sets out the circumstances where a transition plan is required, the definition of a feeder primary school for the purposes of transition planning, areas to be addressed in a Transition Plan, and the requirements for the publication and review of a Transition Plan.

**Transition Plan 2025 - 2026**

**Date published** – 1<sup>st</sup> September 2025

**Year 6 cohort** – 2024-2025

Jointly drawn up by the governing bodies of

- Rhyl High School
- Ysgol Llywelyn
- Ysgol Emmanuel
- Ysgol Y Castell
- Christchurch Primary School
- Ysgol Bryn Hedydd

**Purpose**

Our Transition Plans supports and improve links between Rhyl High School and feeder primary schools and has a specific focus on working together to support coherent learner progression, support the overall needs and well-being of the learner and ensure appropriate pace and challenge in a school's approach to progression when developing our curriculum and assessment arrangements for learners from Y6-Y7. It supports transition under Curriculum for Wales.

Actions to be taken	Date completed by	Others involved	Impact expected	Measured by
Governing Bodies of Rhyl High School and Feeder Primary Schools to draw up a Transition Plan to support transition of learners from Y6 to Y7.				



<p>Governing bodies of Rhyl High School and Feeder Primary Schools to jointly draw up a single transition plan, held by Rhyl High School, to support transition of learners from Y6-Y7. The plan supports transition under Curriculum for Wales.</p> <p><i>The plan must be in writing, briefly explain purpose, state that it was jointly drawn up by the governing bodies, state names of the secondary and its Feeder Primary Schools, state the first pupil cohort to which it applies by reference to the school year at the beginning of which those pupils moved up to Y6 in their primary school, state the date on which it was published and deal with matters specified in schedule.</i></p>	<p>June/July each year, so that the plan is published/operational for 1st September each year going forward</p>	<p>Headteachers- RLC/Governing bodies/AHT - Transition/AHT - Teaching and Learning and New Curriculum/LEA</p>	<p>Plan covers - proposals for managing and coordinating the transition of learners from the Feeder Primary Schools to RHS. - proposals generally for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Y6 transitioning to Y7 - proposals for how individual learning progression will be supported as they transition from primary school to RHS - proposal for how the learning needs and the well-being of each individual learner will be supported as they transition from primary to RHS - proposals for reviewing and monitoring the impact of the transition plan in respect to how it has helped achieve continuity in learning and supported individual learner progression</p>	<p>Published Transition Plan</p> <p>Transition Plan review and monitoring documentation.</p> <p>Publication of statement following review</p> <p>New/revised plans will be published, and copies provided.</p>
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<p><i>This plan will be published, and copies provided.</i></p>				
<p>Review and monitoring of Transition Plan by the Governing Body.</p> <p>Publication of statement</p> <p>New/revised plans will be published, and copies provided.</p>	<p>June each year, so it can be shared in last Governor's meeting</p>	<p>Headteachers- RLC/Governing bodies/ AHT – Transition/ AHT - Teaching and Learning and New Curriculum /LEA</p>	<p>Plan has helped achieve continuity in learning and supported individual progression. It has effectively supported health and well-being of each learner.</p>	

Open Evening				
Evaluate and review Open Evening  What worked well? What needs to change?	Start September each year	SLT/Headteachers - RLC/AHT Transition/Transition Feeder Working Group/HODs/ Pupils/ Voice (Y8 Student Council Members)	Open evening is well attended, and it reflects the culture and ethos of RHS. Parents and children have the opportunity to get to know RHS.  Intake oversubscribed for 2025.	Evaluation and review documents  Google Forms  Reviewed planning document  Planning and preparation documents  Open Evening Plans.  Numbers attending/Registers of attendance. Records of Feedback.
Revisit Open Evening Plan	Start September each year	AHT Transition/ SLT		
Planning and Preparation with HoDs	Start September each year	AHT Transition/ HoDs		
Finalise Open Evening plan	Start September each year	SLT/Headteachers-RLC/ AHT		

		Transition/ Staff as appropriate RHS/Transit ion Feeder Working Group		
Establish feeder parent/carer and pupil views on RHS culture and ethos.	October each year	Headteachers-RLC, AHT Transition/ Transition Feeder Working Group, Feeder parents/car ers and pupils		
Hold Open Evening	September each year	AHT Transition/ SLT/All appropriate staff, parents, and pupils		
Outside of the Open Evening				



Assemblies - with Yr5 and Yr6	Autumn Term 1 each year	RLC - Headteachers/ AHT Transition/ Transition Feeder Working Group/ Student SLT/ ALNCO/ HOY	<p>RHS school staff and RHS itself is familiar to pupils.</p> <p>Pupils can make an informed decision about High School choice.</p> <p>Informally, transition starts earlier than Year 6. Transition is changed from 'induction' to 'transition'</p> <p>Relationships with pupils and staff in Feeder schools are built, developed, and deepened.</p> <p>Pupils are excited and comfortable at the prospect of attending RHS and want to apply.</p> <p>Friendships and links are starting to be made between pupils in Feeder schools.</p>	<p>Planning documents.</p> <p>Assemblies held.</p> <p>Interschool competitions taking place and finals being held at RHS.</p> <p>Feedback from Feeder schools' staff and pupils. Google Forms.</p> <p>Feeder pupils and staff visiting RHS and RHS staff visiting Feeder Primary Schools.</p> <p>Use of each other's facilities and resources.</p> <p>Review documents</p>
Inter-school competitions in Feeder schools  Finals for inter-school competitions at RHS	Ongoing	RLC - Headteachers/ AHT Transition/ Transition Feeder Working Group/ HOD s/ ALNCO		
Opportunities for Feeder primary school pupils to familiarise themselves with RHS and its staff before Y6 High School Choices are made e.g., sample lessons	Ongoing	RLC - Headteachers/ AHT Transition/ Transition Feeder Working		



at RHS and in Feeder Primary Schools and use of each other facilities and resources.		Group/HODs/ALNCO		
Parental/Carer Engagement				
Open Evening	September each year	SLT/AHT Transition/All appropriate staff, parents, and pupils	<p>Every child and their parent/carer feel that they are important and a part of RHS before pupils start.</p> <p>Parents/carers/pupil have all the information they need for successful transition/Their questions or concerns are acknowledged and answered.</p> <p>Appropriate support is in place for every pupil prior to them starting at RHS.</p> <p>Meaningful relationships are built with parents / carers prior to their child starting RHS.</p>	<p>Planning Documents.</p> <p>Open Evening and New Starter Evening well attended/Registers of attendance.</p> <p>Records of feedback/Google Forms.</p> <p>Transition email set up, informative and used effectively</p> <p>Meetings and tours took place</p>
Transition email group – easy contact for parents and regular updates provided	May – October each year	AHT Transition/IT support if needed. Other staff as appropriate		

<p>Online /Telephone/ face to face meetings for parents/carers and pupils - requested by parents/Carers, LEA, primary school staff and by RHS staff.</p>	<p>Ongoing</p>	<p>DHT/ AHT Transition/ ALNCO/HOY /AHT in charge of LAC, Pastoral Team</p>	<p>Parental input supports their child's continuity of learning, progressions and supports identifying their learning needs and well-being needs.</p>	
<p>Additional tours for parents/carers and pupils</p>	<p>Ongoing</p>	<p>DHT/ AHT Transition/ ALNCO/HOY /AHT in charge of LAC, Pastoral Team</p>		

New Starter Evening	July each year – Part of Transition Week	AHT Transition/ Appropriate members of SLT/Approp riate members of teaching staff/HOY/A LNCO/Appr opriate members of Pastoral Team /School Nurse/Yout h Worker		
Social Media and Positive School Messages				
Transition events shared as appropriate via social media platforms (If images of pupils are used, links will be made with Feeder Primaries to check consent)	Ongoing	AHT Transition/ SLT/Headte achers - RLC/Transiti on Feeder Working Group	To ensure everyone in the community has a clear understanding of RHS culture and ethos	Exposure on social media platforms and positive feedback

Transition information – collected from Feeder Primaries with agreed notice

Continue to identify and develop what information we need to share for effective transition.	Spring Term each year	AHT Transition/ Headteacher's - RLC/SLT/Transition Feeder Working Group	Useful, relevant, and important pupil/cohort information is gathered from Feeder schools. Information gathered supports continuity of learning, learner progression, learning needs and well-being.	Information shared for effective transition is regularly reviewed.  Transition Feeder Working Groups Meeting Notes.  RLC notes.
Continue to review how information is most effectively shared.	Spring Term each year	AHT Transition/ Headteacher's - RLC/SLT/Transition Feeder Working Group	Information gathered is used to put appropriate plans in place, individual plans where needed, to aid successful transition to RHS.  Relationships between key adults are built and developed.	All Parental/Carer Information Forms are returned and inputted.  Parental/Carer meeting and tours are held.  Effective Transition Meetings take place.  Form Groups are created and shared.
Parental/Carer Information Form	March/April each year (Once admission has been confirmed)	AHT Transition/ Headteacher's - RLC/Transition on Feeder Working	Pupils in form groups that will facilitate them settling.	All needed information is gained, used, stored, and shared appropriately from Feeder Primary Schools.

		Group/Parent/Carers		
Parental/Carer emails, telephone calls, meetings, and tours	Ongoing	DHT/ AHT Transition/ ALNCO/HOY /AHT in charge of LAC, Pastoral Team		
Transition Meetings/communication between RHS staff and primary school staff– ALN, Behaviour, EAL, LAC, Safeguarding, Medical and Class meetings	Spring 2 and Summer Term each year	Safeguarding Lead - DHT, AHT Transition/ Medical, AHT – LAC, Appropriate Feeder colleagues. ALNCO, HOY and appropriate		



		members of Pastoral Team		
Friendship Groups for forms	Spring 2 and Summer Term each year.	AHT – Transition/Transition Feeder Working Group/ALN COs/Parents and Carers/Pupils		
Sharing of pupils Form Groups in Transition week for September	Summer 2 Term each year during Transition Week.	AHT – Transition/HOY/Transition Feeder Working Group/ALN COs/Parents and Carers/Pupils		
CATs data – completed during Transition Week and in catch-up sessions in September.	Summer 2 Term each year/September	AHT – Transition/HOY/Transition Feeder		

National Test data – from Hwb. Data is used to inform classes for September.	Classes shared at the start of Year 7.	Working Group/ALN COs		
Primary Collaborative Cluster Meetings	Yearly	AHT – Transition/Headteachers/As appropriate additional staff members		
Visits to work with pupils in their school settings, for example through the Behaviour Transition Plan agreed at RLC	Ongoing while the pupil is in Y6	Identified appropriate members of staff		
Transition Week				

Establish our Transition Week Plan - decide on the experiences that we need to offer pupils for an effective and enjoyable Transition Week. To include New Starter Evening. Identify support needed from primary settings.	Spring Term/Summer Term each year	SLT/AHT – Transition/Transition Feeder Working Group/ALN COs/HODs	To facilitate successful transition for Year 6 pupils.  Help pupils to familiarise themselves with their new surroundings.  An opportunity to build and develop new relationships with peers and staff.	Transition Feeder Working Group Minutes
Plan and budget for Transition Week	Spring Term/Summer Term each year	SLT/AHT – Transition/Transition Feeder Working Group/ALN COs/HODs	Chance to acknowledge and answer any questions, concerns, or worries.	Transition planning  Order Forms
Orders prizes, and gift packs for all transitioning children.	Summer 2 each year.	AHT – Transition/Finance Team	Encourage pupils to feel excited and more settled about the next step in their school journey.	Plans for alternative transition plans  Communications re Transition Week
Identify those children in need of an extended transition plan and ensure that an appropriate plan is in place – Hafan, Well-being and Achieve.	Spring Term each year	Headteacher/DHT/AHT – LAC/AHT – Transition/Transition Feeder	Getting to know pupils over the week supports continuity of learning, learner progression, learning needs and well-being.	Evaluation paperwork

		Working Group/ALN COs/HOY/A ppropriate members of Pastoral Team	
Communication of Transition Week plan to appropriate staff at RHS, any outside agencies involved, Feeder Primary Schools staff and parents/carers and pupils	Throughout Summer 1 and 2 each year	Transition Feeder Working Group/ALN COs/HOY/a ppropriate staff at RHS, outside agencies involved, parents/carers and pupils	
Evaluation of Transition Week	July/September each year	Headteacher- RLC/Transition Feeder Working Group/appropriate staff at	

		RHS/Parent s/carers and pupils.		
Feeder Meetings – C4W - RLC				
Work collaboratively and share best practice.	Ongoing	Headteachers-RLC/AHT-Transition/AHT - Teaching and Learning and New Curriculum/Appropriate colleagues in Feeder Primary Feeder School/Appropriate staff in RHS/External colleagues/HODs	Feeder shares best practice to support our children towards the 4Ps. Continuity for learning is achieved through curriculum design and planning for learning and teaching that ensures that each individual learner's progression is supported.  Skills based practice in integral skills literacy, numeracy and digital - consistent pedagogy across the feeder.	RLC minutes
				Line Management minutes
				Cluster Working Group Meeting Minutes
				Agendas
				Action Plans
				Evaluations



Cluster Working Groups, for example progression, marking, assessment and feedback and behaviour policies and practices.	Ongoing	Cluster Working Group/AHT /HODs/HOY	
Evaluate and review Cluster Working Groups.	Summer Term each year	Cluster Working Group/AHT /HODs/HOY	

**Copies held by:**

- Rhyl High School
- Ysgol Llewelyn
- Ysgol Emmanuel
- Ysgol Y Castell
- Christchurch Primary School
- Ysgol Bryn Hedydd

