

KILLERMONT PRIMARY



PRIMARY/SECONDARY LIAISON POLICY

February 2007

1. Rationale and Aims

Promoting shared values and expectations across schools and sectors is valuable for both staff and pupils. Of equal importance is a shared understanding between primary and secondary of how the curriculum can be delivered to best meet the needs of individual pupils. This calls for high quality, sustained dialogue among professionals and a high level of staff commitment.

The Scottish Executive, education authorities, individual schools, staff, parents and learners all have complementary roles in achieving a partnership which is truly committed to assuring quality improvement. These roles are rooted in specific aims which have equal relevance to primary/secondary liaison. These roles include:

- setting appropriate educational aims and targets.
- developing the necessary conditions to secure education of the highest quality.
- establishing procedures and processes to ensure the effective and efficient use of resources.
- monitoring and evaluating performance.

At all stages in their educational journey young people are entitled to our best efforts to give them the opportunity to develop their personal potential. Meeting the needs of each individual learner and helping each to realise her/his potential is central to both the education process and to effective primary/secondary liaison. The move to secondary is certainly an important step in each young person's education. Pupils may feel both excitement and concern about moving from the security of a smaller school with generally one class teacher to the larger school setting where they will meet a number of different teachers each week. To achieve a smooth transition for each learner from primary to secondary school it is essential that primary and secondary schools support each young person through this transition stage. Cluster communities, consisting of a secondary school and its associated primaries, have a central role to play in primary/secondary liaison.

This policy takes account of the good progress already developed between Killermont Primary and Boclair Academy in conducting primary/secondary liaison activities.

2. Elements of Policy

This policy document provides schools with a set of guiding principles within the **three areas of primary secondary liaison**:

- continuity and progression in the learning of each individual young person.
- exchange of relevant information about the health, attainment, progress and learning needs of each child.
- the transition process.

To progress these three areas a number of **key principles** must be met:

continuity and progression

- a consistent approach is implemented across the cluster schools.
- the national guidelines for 5-14 curriculum and the schools' associated courses and programmes of study are used to provide a planned, progressive, continuous experience for pupils as they move from primary to secondary school.
- co-operative working and development take place to ensure strong curricular links within cluster communities.
- teaching and learning in S1/2 take account of and build on the pupils' prior learning.

transition process

- the focus of primary/secondary liaison is on the personal development **and** educational progress of each child as she/he moves from primary to secondary school.
- all partners work to minimise stress on the part of the pupils and their parents/carers by maximising pastoral care and familiarisation with the secondary school.

exchange of information

- information about the health, attainment progress in each 5-14 curricular area, personal and social development and the learning needs of each child is exchanged at appropriate times throughout the school year.

3. Procedures and Outcomes Related to Policy Elements

3.1 Continuity and progression

3.1.1 Cluster working and supporting cluster developments

To achieve continuity and progression it is important to ensure that there is a high level of commitment to primary/secondary liaison. Killermont Primary is a committed and active member of the Boclair Academy Cluster.

The primary aim for the cluster is to promote meaningful discussion between equal partners which leads to effective action in areas of common interest. This necessarily involves engagement in active dialogue in a spirit of openness and sharing. In particular, the cluster aims to develop consistent practice across all schools and provide mutual support.

The focus for cluster activities include:

- agreeing standing orders or procedures for the conduct of meetings and ensuring that minutes of these meetings are forwarded to the EQDO with responsibility for primary/secondary liaison.
- sharing strategies for raising attainment and achievement.
- cluster moderation of pupils' work in relation to 5-14 levels of attainment.
- agreeing the timetable of visits between primary and secondary.

- sharing of expertise between staff in both sectors.
- agreeing the remits of curricular working groups and associated calendar planning for these as and when necessary.
- collaborative planning of the transition programme as early as P6 for certain pupils.
- managing, where appropriate, exchange curriculum visits which focus on sharing methodologies used in delivering the 5-14 curriculum across both sectors.

3.1.2 *Courses and programmes of study*

- 5-14 guidelines on curriculum and assessment form the framework within which curriculum liaison operates.
- courses and programmes planned within the 5-14 guidelines offer pupils continuity and progression through the levels within each area of the curriculum.
- programmes of study are discussed and shared at an appropriate level of detail between the sectors within each cluster to avoid repetition of content or prior learning.

3.2 Exchange of Information

Pupils are entitled to expect an education which is continuous, coherent and progressive. To facilitate this a transfer of information document will be completed by the P7 teachers and forwarded to Bocclair Academy staff by the end of term 3.

- initial transfer of information to the receiving secondary should take place by the **end of April** for all pupils who have chosen to attend their associated secondary and by **the first week in May** for all pupils who have had a placing request confirmed.
- it is vital that, once a placing request has been granted, arrangements for transfer of information from non-associated EDC primary schools are in line with EDC policy.
- visits to pupils in primary take place during term's 3 and 4 by key staff from Bocclair Academy.
- any outstanding or supplementary information such as National Assessment records and Pupil Progress Records will be forwarded to Bocclair Academy or the appropriate secondary school by the end of term 4.

3.2.1 *Communication with parents*

We recognise parents and carers are key stakeholders in a child's education. They have a right to be both informed about and involved in the education of their children. Reassuring parents/carers by explaining the processes that support their child's move from primary to secondary school is an important aspect of primary/secondary liaison. From Killermont's perspective, the relationship with each parent/carer should be one of genuine partnership. To assist parents/carers in supporting their child's move from primary to secondary, they require both to receive and to provide information. At the same time, to assist schools in supporting the child, parents/carers need to be made aware of their own responsibilities and rights. Putting these principles into practice involve the following key activities.

- a) providing parents/carers with:
 - information about the secondary school's organisation, practices and curriculum, especially where these differ from primary e.g. the school handbook, this is usually available in December.
 - dates for and details of induction days held by the receiving school within the authority.
 - information about the programme of liaison activities, this includes a parent's meeting in Killermont Primary held early in term 4.
 - information about procedures and practices for pastoral care which clearly identifies the first point of contact for parents/carers.
 - information about any major decision made concerning their child such as ASN provision, secondary Support For Learning staff attend review meetings from Primary 6 to facilitate this.
- b) offering parents/carers the opportunity to provide information about their child to the secondary school.
- c) making parents/carers aware of their own responsibilities and rights in relation to each young person's attendance, dress, behaviour and commitment to school work.
- d) meeting key secondary staff prior to transfer.

3.3 Transition

3.3.1 *Induction*

The process of helping pupils settle into secondary school is a core feature of current primary/secondary liaison procedures and practices. The implementation of this policy will build on the undoubted strengths which currently exist in our schools. To achieve this it is important to ensure that:

- key information regarding the induction process is made available to pupils and their parents/carers throughout the P7 year.
- agreement is reached by the October holiday within each cluster on a calendar for key visits by SMT, Learning Support and other appropriate staff to smooth pupils' transfer, including agreed dates for induction days. These dates should then be forwarded to the EQDO with responsibility for primary/secondary liaison for collation and publication to all schools.
- agreement is reached within each cluster on the nature and format of the primary pupils' visits to secondary. This should consist of a minimum of a two day induction visit. This need not necessarily take place over two consecutive days.
- the role of the primary teacher who accompanies the pupils on the induction visits should be agreed and clarified prior to the visits taking place.
- any information pertinent to the pupils' well-being and safety should be made available to those secondary schools whose induction days the pupil attends at least one week before the planned visit. Should schools be uncertain about

information concerning pupils with additional support needs, then they should consult with the Principal Officer: Inclusion, in the first instance.

3.3.2 *Transition*

While all pupils require support during the transition period from primary to secondary school, pupils with identified additional support needs require more detailed planning and support to ensure an effective transition to the secondary sector. To achieve this we ensure that:

- pre-secondary planning for pupils with additional support needs begins as early as P6 for those pupils with significant and long-term needs.
- the nature and detail of any planning takes into account the particular learning needs of the pupil.
- at least one review meeting takes place prior to transfer. This should involve a representative from primary and secondary and may also include PT Support for Learning, relevant DHT, Network Support, parent/carer, child, and representatives from other agencies such as Psychological Services, Social Work or Health Services as appropriate. This meeting should focus on a review of the pupil's Co-ordinated Support Plan and on any preparations that may be necessary to ensure a smooth transition to secondary school.
- information gathered during P6 and 7 is used to inform secondary support for learning staff of any pupil likely to experience difficulties with their learning. This information should be made accessible to all subject teachers.

4. Roles and Responsibilities

The effective management of primary/secondary liaison depends on the education authority, primary schools and secondary schools working in partnership. Each has a number of roles and responsibilities, and these are outlined in the following paragraphs.

4.1 The education authority

The role of the authority will include:

- supporting schools within each cluster in working together as equal partners.
- ensuring a consistent approach to assessment and recording to provide for the effective transfer of attainment information from primary to secondary schools within clusters and across the authority.
- monitoring and evaluating primary/secondary liaison in line with this policy and in the context of the annual review as part of service priorities.
- an education authority representative, when appropriate, attending cluster management meetings where strategic issues require to be discussed and contributing to the creation and maintenance of an effective partnership.
- supporting clusters in implementing new initiatives which impact upon primary/secondary liaison as appropriate to the Improvement Objectives and/or Service Plan.

- encouraging and supporting schools and clusters to promote effective curriculum liaison.
- supporting primary and secondary schools to minimise inconsistencies of approach to assessment and to promote a shared understanding of levels of attainment.
- identifying common staff development needs in terms of primary/secondary liaison activities and address these wherever possible and practical.
- identifying and disseminating good practice in primary/secondary liaison across the authority.

4.2 Cluster Schools

The role of the cluster group will include:

- ensuring that an agreed calendar of primary/secondary liaison activities is drawn up and forwarded to the EDQO responsible for primary/secondary liaison by the October holiday.
- ensuring that minutes of cluster group meetings are forwarded to the EQDO responsible for primary/secondary liaison.
- managing activities as outlined in 3.1.

4.3 Killermont Primary School

The responsibilities of the school will include:

- identifying one person in the senior management team as having clear responsibility for primary/secondary liaison.
- discussing pupil details with staff representing Support for Learning, Pastoral Care and/or the management team from the receiving secondary school.
- as appropriate, helping to organise and take part in pupil visits.
- helping to organise, and taking part in, exchange visits of some secondary and primary staff to meet a recognised need such as the implementation of a particular teaching strategy.
- ensuring that parents/carers receive appropriate information about activities held in the receiving schools such as school visits, open evenings, curriculum workshops etc.
- providing pupil transfer information to the receiving secondary school by the required dates as specified in 3.2.
- monitoring the transition process in collaboration with the receiving secondary school.

5. Monitoring and evaluation

This policy will be monitored and evaluated by school staff during session 2005-2006 and a review of the policy will take place during 2006-2007

First Draft: April 2005
 First Review: February 2007
 Future Review: Session 2009/10

