



**WOKINGHAM  
BOROUGH COUNCIL**

# Year 6-7 Transition in Wokingham Schools



Information for school staff:

**Agreed common practice  
and  
examples of good practice**

## **Wokingham Year 6-7 Transition Network**

### **Vision:**

The Wokingham Year 6-7 transition network exists to:  
Strengthen transition across the borough between primary and secondary schools so that every child flourishes in the secondary phase of their learning journey.

### **Year 6-7 Transition Network Meetings:**

Transition Network Meetings take place twice a year in October and April, from 4-5pm via Teams. Meetings are advertised in Education News, and via email to those in the transition contact list.

The meetings are led by Emily Waddilove, WBC Teaching and Learning Advisor, who plans the meetings together with a transition network steering group that includes Julian Bushell, manager of the secondary federation, and colleagues from Wokingham primary and secondary schools. New members of the group are always welcome: any member of school staff who would like to join the steering group should please contact

[Emily.waddilove@wokingham.gov.uk](mailto:Emily.waddilove@wokingham.gov.uk)

### **Wokingham Schools Hub website:**

The Year 6-7 Transition page on the Wokingham Schools Hub website can be found here:

[Primary-Secondary Transition](#)



(Secondary colleagues should populate the form with the names of pupils at each primary school who they have been notified are transferring to their school, even if, at that point, the information is subject to some changes.)

Each secondary school may add one or two of their own questions to the end of the form if they wish. (Questions must be added at the end of the form so that the column letters for the other questions do not change.) Additional questions could be colour coded to indicate which section of the form they relate to.

- Each year a date at the beginning of May/ end of April is agreed as the latest date by which secondary schools should contact primary schools to share the form with them and inform primary colleagues of the date by which they need the form to be completed. In 2026, secondary schools must contact primary schools by Friday 1<sup>st</sup> May 2026 at the latest to request completion of the form.

Primary colleagues request that secondary schools allow them at least 5 weeks to complete the form, not including the Easter holiday, given that this time of year is extremely busy for them. Primary colleagues very much appreciate it if they are contacted regarding completing the form as soon as the secondary school lists are issued, even if there may be some changes in terms of the schools that pupils are allocated.

Secondary school colleagues need to plan for this timescale and work out when they need to contact primary schools to request completion of the form, given the date when they need the form to be completed.

Transition meetings should take place after the 5-week period allowed for completing the form. This enables secondary school colleagues to read the information provided in the form before the meetings and come to the meetings with specific questions about particular pupils, to follow up on information provided in the form.

- Primary colleagues should please ensure that every question in the form is answered, even if the answer is 'No', and please double check the form to make sure that you have copied and pasted into the correct column.
- Secondary school SENCOs should be aware of the questions relating to SEND that are included in the transfer form and make use of the information provided in the form. Primary colleagues may be happy to repeat the information if necessary, but are likely to appreciate not having to repeat exactly the same information in other paperwork.

**If secondary schools are not able to adhere to this agreed practice for some reason one year, or if they plan to make changes to the process they have used in previous years (e.g. the timing of when they request completion of the form), they should please communicate about this with primary school colleagues.**

**Amendments can be made to the form each year**, if colleagues identify ways in which the form could be improved. To request or suggest an amendment to the form for the following year, please contact Julian Bushell, by February half term at the very latest.

[jbushell@piggottschool.org](mailto:jbushell@piggottschool.org)

## **Scheduling of transition events for pupils**

- **Transition events spreadsheet:** Julian Bushell collects information from secondary schools regarding transition events for Year 5 and 6 pupils. A spreadsheet is shared with secondary schools in the autumn term. The spreadsheet remains open for additions throughout the year. The spreadsheet is shared with Wokingham Primary Headteachers' Association on a regular basis for circulation to primary headteachers.

Secondary school colleagues are advised to please ensure that primary schools are aware of transition events that you are offering to their pupils, in addition to populating the spreadsheet, especially if additional events are organised at short notice.

- Primary school colleagues have raised concern about **transition events for Year 6 pupils that take place in the lead up to the KS2 tests**. Secondary schools should avoid organising transition events for Year 6 pupils during this time if at all possible.

Once the lists are issued indicating which secondary school Year 6 children have been allocated, primary colleagues could consider contacting the relevant secondary schools to confirm with them their plans for transition events for Year 6 pupils during April/ May, to enable them to plan around these.

- Primary school colleagues have also raised concern about **open events taking place during the school day in the autumn term**. While primary colleagues recognise the value of open events, pupil absence to attend the events is of course disruptive, and affects pupils' attendance record.

Primary school colleagues have asked that secondary schools consider whether events could take place during the afternoon rather than the morning, or to consider whether they could start later in the morning so that pupils can register at their primary school and have some morning learning before going to the secondary school.

Primary colleagues may want to communicate with parents about open events taking place during the school day and request that all the children at their school participate in an open event at a secondary school on the same date, if this would help to minimise the disruption.

- There is the potential for **evening events at secondary schools during the summer term** to clash with primary school events such as residentials and productions. Secondary schools are requested to check the dates of these with primary colleagues, or ensure primary schools are informed of the dates well in advance.

# Good practice guidance/ suggestions

## Transition for pupils with SEND and other vulnerable pupils

The transition section of the **Wokingham Ordinarily Available Provision (OAP) guidance** outlines the transition provision and support that schools in Wokingham Borough are expected to implement from within their own resources for all learners including those with a Special Educational Need or Disability. It is not expected that schools will implement all strategies for all individuals, and they may use additional strategies to those described, but the information included provides a useful guide as to the type of support that schools are expected to implement.

The document can be downloaded from the Wokingham Schools Hub website here: [Ordinarily Available Provision](#) The transition section is on page 26 and is copied below.

## Transition

**Schools and settings work together to ensure effective transition between learning stages and into adulthood.**

**This is achieved by:**

- Identifying learners who may need additional support with transitions to new settings and planning accordingly
- Actively seeking and sharing information about learners to support successful transitions between settings
- Ensuring that preparation for adulthood is an explicit element of planning and support for learners with SEND



- Collaborating to create tailored transition plans for vulnerable learners which may include:
  - ▲ additional visits to the new setting,
  - ▲ social stories, transition books, video clips,
  - ▲ buddy systems,
  - ▲ identified key adults,
  - ▲ visits from staff from the new setting to the learner's existing setting,
  - ▲ targeted work on independent living skills e.g. travel, managing money, time
- Transferring relevant documentation to the new setting
- Providing careers advice and guidance for pupils aged 13-18
- Supporting resilience, coping skills and social communication skills to reduce the risk of Emotionally Based School Avoidance (EBSA) e.g. through targeted transition work or use of the EBSA toolkit (see Social, Emotional and Mental Health section)

## Good practice agreed at transition network meetings:

- Additional transition visits; these are very beneficial and positive.
- Summer schools are very beneficial: they help children to feel positive and excited about the transition.
- Meetings between primary and secondary school SENCOs: much valuable information can be shared.
- Secondary colleagues sending to Year 6 teachers the information they send out to parents, to support Year 6 teachers' discussions with vulnerable pupils (e.g. information about the transition visit day).
- Secondary schools providing a social story or visual timetable for the transition visit day to Year 6 teachers so that they can go through this with vulnerable children before the visit. (Or an outline of the programme for the visit day - with photos of parts of the school, and key staff, if possible.)

Social story guidance:

[https://www.autism.org.uk/advice-and-](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations)

[guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations)

<https://www.nottinghamshirehealthcare.nhs.uk/ness-how-to-write-a-social-story/>

- At the transition meeting, secondary colleagues providing the name(s) of relevant colleagues for primary colleagues to contact with information about particular vulnerable children - e.g. children with behaviour needs – to ensure that information about vulnerable pupils reaches the right members of secondary school staff. This could be very helpful in enabling secondary school colleagues to develop relationships with parents.
- Cross-phase visits by staff e.g. visits by primary colleagues to secondary schools to learn about secondary school life, enabling primary colleagues to better support their vulnerable children with the transition. (A member of Year 6 staff could accompany vulnerable children on their additional visit to the secondary school so that they could then provide follow up support)
- Ensuring that any summer holiday tasks set are accessible for all children. Secondary colleagues could consider discussing plans with one or two Year 6 teachers who could advise on accessibility and level of challenge.
- Gathering feedback from vulnerable children (and their parents) during Year 7: What worked well? What helped them to settle? What could have been better?

## **Writing samples**

It is agreed that it will be left up to individual secondary schools to decide whether they want to request a writing sample for each Year 6 pupil and, if so, to discuss this with primary colleagues.

Benefits of a writing sample:

- Supports teachers to have appropriate expectations for children's writing – writing abilities may not be adequately reflected in KS2 writing outcome, and/or skills may have dipped over the summer.
- Staff and students can see whether the standard of writing at the end of Year 6 has been maintained or improved upon – in relation to presentation, vocabulary, punctuation etc.
- Where a child presents with a weakness with an aspect of writing, teachers can check whether this represents a dip, or whether this was an issue in Year 6.
- Can support a detailed understanding of children's writing support needs.

How writing samples have been used:

- Sample saved on pupils' file - and stuck into some of their books (e.g. Humanities and science), as a reference point for students and teachers.
- Used as an additional piece of evidence to support setting.

Discussion has taken place as to whether the sample should be a particular task or just the child's best piece of writing. It is generally thought that it is best for the sample to be the child's best piece of writing.

There has been discussion about the pros and cons of gathering a writing sample during the transition visit day as opposed to asking Year 6 teachers to provide a writing sample. (It is logistically easier to gather a sample on the transition visit day, but the writing is unlikely to be the child's best.) There is general agreement that the transition visit day should be kept as low pressure and fun as possible.

## **Curriculum continuity**

- It has been agreed that visits of primary colleagues to secondary schools, and vice versa, to support curriculum continuity are very useful. Secondary colleagues could visit primary schools at the end of the year to observe Year 6s in lessons, and primary colleagues could visit secondary schools at the start of the year to observe Year 7s in lessons.

## **Other**

- Primary colleagues have requested that secondary schools share with them the summer reading lists that they will give to Year 6 pupils.

- Colleagues have noted the importance of good handover practice when there is a change of transition staff in a secondary school, to support strong relationships between primary and secondary colleagues.  
“The more comfortable the adults are between the two organisations, the more this will naturally reflect in the children.” (Daniel Sobel writing in SecEd, 2019)

## **Aspects of transition with examples of good practice**

*(Good practice examples to be added over time)*

### **Pastoral support**

- Familiarity with buildings, people, systems, routines, expectations
- Healthy peer networks:  
Support to establish friendships? Peer collaboration? (Older pupils involved?)  
Discussion of emotions involved in transition and strategies for managing these?

Some secondary schools have a transition event for students who are the only child coming to the school from their primary school. This takes place before the main transition visit day.

- Vulnerable pupils: Additional support and scaffolding?
- Positive relationships between all stakeholders (schools, pupils, parents/ carers)

The Emmbrook School broadcasts live a welcome video in mid-March to welcome Year 6 pupils and parents to the school, at the time of year when families know the school their child has been allocated but schools don't yet have this information. The recording of the broadcast is uploaded to the transition page on the school's website. The headteacher and transition lead introduce themselves, convey their excitement about welcoming new families to the school and share some initial information.

### **Support for effective academic transition**

- Curriculum continuity, addressing academic challenges:  
Cross phase conversations? Diagnostic assessment information? Bridging projects?

### **Information-sharing between primary/ secondary schools**

- Documentation
- Discussions