## PRACTICE TEXT FOR TASK 15

**Transfer and Transitions in the Middle Years of Schooling (7-14): Continuities and Discontinuities in Learning**

The project was concerned with factors that affect pupils’ progress between the ages of 7 and 14 (Rudduck, 1994). As mentioned by Rudduck & McIntyre (2007), we start by considering the primary side of the transfer divide, move on to the transfer to secondary school, and then explore some areas where schools intervene when progress stalls (Flutter & Rudduck, 2004). Taking the long view has enabled us to build a fuller picture of pupils’ progress and also to redress the imbalance in earlier research which focused on transfer between schools rather than transitions between years within the same school (Galton, Gray & Rudduck, 2003, p.23).

Practice in more than 50 schools is described and analysed (see Flutter & Rudduck, 2004, for details). The project builds on an earlier review (Rudduck, 1994) which highlighted the need to understand more about ‘dips’ in attitude, engagement and progress at key transition points and the post-transfer period (Galton et al, 2003; Rudduck & Flutter, 2004).