

CROSSING THE BRIDGE

IDEAS and GOOD PRACTICE IN TRANSITION PLANNING

- High-level pupil readers from the secondary school go into primary classes to help with reading. This paired reading work is credited as part of the secondary pupils' citizenship module.
- The secondary head of department has planned the English schemes of work for content and skills cross-phase from Year 4. Key Stage 3 schemes of work are now informed by what is happening at Key Stage 2, in order to accelerate progress in Year 7.
- In Jan for Year 7 pupils and Oct for Year 8 pupils all books go home for parents to see and they complete a reflection sheet which informs planning and intervention.
- A colleague within the department has responsibility for Years 6, 7 and 8. This reflects the school's philosophy that the secondary learning journey starts in Year 6.
- The Year 6 teachers' Key Stage 2 standardisation meeting takes place in the secondary school to enable colleagues in the next phase to be involved.
- Transition portfolio- pupils, parents and Yr 6 teachers contribute, it contains examples of work from all subjects & not just 'best' work, it comes into secondary school end of yr 6 and information is copied & disseminated to form tutors/subject leaders/teachers before the autumn term.
- Sixth formers – students work as lunchtime supervisors in the primary schools
- Primary headteachers and Year 6 teachers are invited into the secondary school before the October half term to visit pupils in their lessons and look at their work. They discuss their progress with the pupils and see if their work reflects growth or shows any deterioration.
- Year 6 parents' evening – secondary staff attend this event to be available for parents/carers
- To further support aspiration and foster good habits, school leaders introduced a 'Key Stage 3 graduation'. To be able to 'graduate', pupils have to meet their personal targets set in English, mathematics, science and two other subjects, show a good attitude to learning and attend well. Academic gowns, hats and photographs form part of the graduation ceremony and parents are invited to the celebration. Pupils can pass with a 1st, 2:1, 2:2 etc. The graduation aims to motivate pupils, praise and recognise good progress and effort, help with aspiration to university and celebrate the end of Key Stage 3.
- A twist on Bridging Units. Towards the end of the summer term introduce 'Transition Mission' where pupils are invited to become a '*insert name of your school* Learner'. Pupils are set a number of tasks/challenges and activities for each one completed pupils receive a stamp on their transition card and once they complete the card they graduate as a '*insert the name of your school Learner*' which takes place during a Year 7 Celebration Assembly where they receive a graduation scroll. This project could be extended during Year 7 by asking pupils to apply to be a Learning Leader or Professional Learner (Bronze/Silver and Gold levels) see The Literacy Leaders Toolkit for further information.
<http://www.amazon.co.uk/The-Literacy-Leaders-Toolkit-Curriculum/dp/1441138838>
- Ask Heads of Department to identify a Transition Lead/Link in each department and then ensure that Transition is a standing agenda item at departmental and teaching & learning meetings.
- Year 7 project based curriculum either for the whole year or first half term. Project could be in non core subjects and could start in Year 6 and continue in Year 7 with Year 6 teachers and Year 7

teachers working together to plan SOW. (see <http://www.tyndalecommunityschool.co.uk/project-based-learning/> for an excellent example)

- Carry out pupil consultation using Pupil Perceptionnaires up to 3 times in Year 7, could use Google Survey <http://www.google.co.uk/forms/about/> or Survey Monkey <https://www.surveymonkey.com/>
- Secure dedicated/protected time to develop and share practice as Year 7 Transition requires investment and resourcing to bring about improvements
- Year 7 play or pantomime for all yr 7 students to participate in (acting/technical/music/costumes/make up etc) produced and directed by 6th formers and invite pupils and staff from primary to watch.
- Last term of year 6 endeavour to get teachers in to teach foundation/preparation Year 7 lessons if cover is a challenge recommend starting early ideally when teachers have a free first period.
- Include an Attitude to learning grade on transition data framework
- Introduce an online forum for current year 6 to use during the summer holidays preceding the Year 7 start, using a password they can access the site and post queries and questions. Year 7 Transition Mentors (recruited through an assembly) who receive training (school policies and procedures/safeguarding) take turns checking the forum and responding to queries with a staff member overseeing all posts.
- Year 5 master classes invite feeder primaries to nominate students and invite parents too and provide parent master classes simultaneously.
- Year 7 disco at the end of the first half term and invite parents to attend in another block for cheese/wine and meet the teachers.
- LA distributed Good Practice in Transition questionnaire to all primary and secondary schools, to baseline current transition planning processes (this may not be possible, recommend Good Practice in Transition Planning Questionnaire to be used with all feeder primaries)
- Support students to be 'Professional Learners' from Year 7 by exploring 'how' and 'why' they learn and not just 'what' they learn. Could use Blooms taxonomy (rewritten for students) to promote understanding across all subjects. Google subject specific words relating to blooms for classroom display.
- Year 7 teachers attend Year 6 trips
- 'Attitude determines altitude' teach life skills through PSHE or form tutor time (resulted in 40% reduction in referrals to LSU and increased attainment across year group)
- Appoint ex primary teachers to teach in Year 7
- Year 6 LSA's providing in class support for students they have previously worked with during Year 7
- Allocate your best teachers to Year 7 classes
- Year 8 students mentor Year 5 students/ Buddy system Year 10 students buddy vulnerable Year 6 students
- Produce Transition Booklet for pupil/parents which takes students from offer/beginning of Year 7 to end of Year 7
- PSHE workshops and questionnaires to identify concerns/issues arising in Year 7
- Teachmeets across phases (primary and secondary teachers meet to share and swap transition ideas)

- Teamteach – primary and secondary teachers jointly plan and teach lessons in Year 6 see Lesson Study Cycle for good practice example
- Hold ‘Grandparents Day/Open Event’, more active engagement of grandparents as they often play a significant role in primary school, on the playground morning and afternoon, attending assemblies and events and then have little or no role in secondary school. To support transition this is a resource secondary schools could tap into and benefit from.
- Learning Walks for staff in both secondary and primary schools
- Transition mentors who begin to work with vulnerable students in Year 6 and continue in Year 7
- Joint CPD between primary and secondary teachers, e.g. full day CPD engaging all staff (non teaching and teaching)
- Year 7 write postcard to teachers and pupils in year 6 – to provide feedback on transition
- Ask pupils during the Year 6 Taster day to write a Christmas card to themselves with 3 things they would like to achieve by Christmas in Year 7 on, place in envelope and seal to be opened at Christmas.
- Increase parental engagement through the Leading Parent Partnership Award
- Taster Days during Year 5 on termly basis (not just once)
- Joint planning of SOW – ask primary teachers to share preferred pedagogical/afl approaches and develop SOW which mirror these particularly during Year 7
- Share AFL approaches and adopt some of the Yr6 AFL strategies
- ‘Moving on up’ summer school ‘keeping warm’ possibly funded through pupil premium
- Data frameworks for sharing data
 - SISRA - <http://www.sisraonline.com/>
 - Lisol Voyager cost effective solution to standardising data collection, highly recommended www.lisol.co.uk/solutions/voyager.aspx A state-of-the-art 'pupil passport' has been created to help schools and local education authorities manage every child's progress from the foundation phase into post 16 learning.
- Data manager/administrator role who provides information which is accurate and useable is priceless
- Agree between the phases preferred method of communication and share vocabulary
- Map current provision and range of staff who may potentially engage with Year 7 students to ensure non duplication of resources/curriculum
- Joint moderation of subjects e.g. English and Maths between KS3 coordinator and Year 6 teachers
- Display year 6 work (especially anything prepared and work upon during summer holidays), increase their profile within secondary school environment, show they are valued and they belong
- DVD a day in the life of Year 7 pupil for use in primary school – could be project in first term
- Day off site for teachers very valuable less opportunity for this than there was
- Drama performance with Q&A and forum discussion, DVD for use with other year groups/pupils, using local Theatre in Education company ensures this is more cost effective
- Go in earlier regarding transition e.g. Year 4/5
- Zone projects – broad based projects in cross curriculum areas with literacy and numeracy embedded
- Use data to target worst performing primaries and target pupils there, plan enhanced support
- Half termly meetings with feeder primary heads share SIPs and work together solution focused

- Starlight mentoring group commences in Year 6 with vulnerable pupils and continues for as long as the pupil needs support, yr 7 and yr8.
- Primary school celebration assembly for any activities participated in secondary.
- Pupils identify pieces of work they are proud of and put in folder to share with teachers in secondary school.
- Primaries to share draft rough books as well as students reviewed work with secondary school
- Just 2 or 3 teachers teaching Year 7 pupils for continuity
- Form tutors teaching students in Year 7
- Termly moderation meetings looking at cluster portfolios which include pupils rough work
- DCSF Smooth Moves DVD to show to parents
- SPY 6TH Formers Protecting You
- Engage parents - Family Learning Evenings during Year 7; homework, how to do modern day maths, supporting your child with transition, healthy eating etc
- Saturday morning workshops facilitated by subject leads for year 5 and 6 pupils and summer school, the work pupils complete is displayed in secondary school, so during tasters and open days/evening pupils can see their work – each dept delivers 1 year 5 workshop and 1 yr 6 workshop during the year
- Head of yr 7, pastoral lead, Year 7 Form Tutors attends primary parents evening
- In packs that go to parents about secondary school include parental questionnaire asking them about their child
- Recruit parent transition champion or ambassador (first time parent) to provide support and perspective during planning of transition.
- Identify a Governer with a special interest in transition to take on that responsibility
- Provide Year 6 pupils with a glossary of useful terms to help bridge the language gap between primary and secondary phases. This could be included in a Lesson Plan which could be jointly planned between Year 6 teacher and Year 7 teacher/lead.
- Year 9 Transition Champions who support Year 7 Form Tutors during registration, they will need training and to be familiarised with suitable bite sized resources which they can use with Year 7 pupils. Train Year 10 as 'Peer Listeners' available at Form time and for lunchtime drop in, can help pastorally and with learning challenges.
- Develop an on line forum for parents and pupils to use, parents can post queries and check out general info e.g. whether it's week A or week B, when it's a non uniform day, help with homework etc.
- Towards end of year 6 hold 10 minute meetings for every parent/carer and child to meet their Form tutor individually to look at work and approach pupil transition holistically.
- In Year 7 label Maths and English exercise books (possibly during Taster Day) on the front cover include the name of their primary school. Ask Year 6 students to write a letter to their new Year 7 Form Tutor, English Teacher/Maths Teacher ask them to make this an exemplar piece of work to demonstrate what they are capable of, this provides a point of reference for student and Year 7 teachers throughout year. The letters/worksheets should be stuck into the front of their exercise books.

- Year 7 survey carried out after first half term, one of questions 'Am I learning new things in this subject?' supports teachers to plan a curriculum which builds on what has been taught before and avoids repetition.
- Provide main feeder schools with A4 books for the final term and students do all of their maths and English in these books, they take these to Year 7 and continue to work in them, it provides continuity and allows the Year 7 teachers to get an accurate bench mark.
- Year 6 students send postcards to secondary school Form tutors during the summer holidays, these are displayed prior to students starting Year 7 in September.
- Provide separate areas for Year 7 to spend their lunch and break times.
- All Year 7 staff visit feeder primaries, including TAs and non teaching staff.
- Where possible mirror AfL strategies commonly used in feeder primaries e.g. 3 before me, ask friend, ask group, look it up then ask teacher!/AfL strategy 4B's, brain, book, buddy and boss: think and use brain, look in book, speak to buddy then ask teacher/boss!
- Primary Transition Day for all primary and secondary schools funded and hosted by LA, allows for joint transition planning.
- Parent Enrichment sessions in year 7 – 5.30pm to 7.30pm opportunity for pupils to bring their parents into school to 'have a go' at a practical lesson – e.g. science, DT, Food tech, mfl etc. Could be extended to include grandparents. Provides opportunity for parents to ask questions, build relationships and for teachers to deliver messages. It could be reviewed and used to inform transition planning.
- Joint CPD between primary and secondary 'You show me yours and I will show you mine!' sharing resources/changes in their phase including curriculum changes etc.
- Introduce Pupil Learning Partners who receive training and observe lessons looking for learning and they feedback to staff using What Went Well (WWW) and Even Better If... (EBI) and introduce the MOT i.e. it would be EBI if you did More of This!
- 'No hands up' policy from Year 7 encourages all students to contribute, teachers actively target students to ensure all are engaged and contributing.
- Encourage students to be fearless in year 7, build on their independence and confidence, use strategies e.g. stickers 'juicy mistakes' to identify the learning from making mistakes and see making mistakes a positive. Mistake of the week, encourage students to compete for the best and biggest mistake of the week and reward the winner (merit points). Introduce FAIL First Attempt In Learning explaining to pupils its ok to FAIL! As we learn from our mistakes.
- Open the school up to the community, e.g. hold a family day, you could screen a derby football match, England football game, Rugby match, Wimbledon etc and provide refreshments, activities for younger children, put on displays and open up the ICT rooms for supervised use. Create an exciting and inviting atmosphere.
- Open the ICT resource centre and provide computing support for those families without internet access at home and where relevant support parents to make online applications for secondary school.
- Hold an additional Year 7 Parents Evening in a strong community primary school to reach those parents who are difficult to engage with.
- 'Meet the parents/grandparents' on the Year 6 playground at the end of the school day, Year 7 staff can introduce themselves and give out contact cards/flyers with website and email address.

- Mouchel Parkman KS2 to KS3 transition
<http://trevorfolley.com/wp-content/uploads/2011/09/KS2-to-KS3-Transition-Report-Mouchel-.pdf>
- Use of Transition Plans - Estyn
http://dera.ioe.ac.uk/8966/1/impact_of_transition_plans.pdf
- Moving On – Effective Transition from KS2 to KS3
<http://dera.ioe.ac.uk/5204/1/moving-on-effective-transit1.pdf%3Flang%3Den>
- Good practice in Transition Planning
<https://www.nfer.ac.uk/nfer/publications/WTN01/WTN01.pdf>
- A 'Taster' Week – a whole week of lessons for prospective Year 7 pupils during the summer term of Year 6, ideally delivered by teachers they will have from Sept!
- Use POHLs Thinking Keys for activities
<http://www.thinkingeducation.com.au/>
<http://www.tes.co.uk/teaching-resource/THINKERS-KEYS-hist-geog-science-6015835/>
These are powerpoints with a series of Thinkers Keys for each topic based on Michael Pohls Thinkers Keys. They can be easily adapted for any topic/subject/year group, and provide instant lesson "starters" for any area of the curriculum or any theme, getting pupils to think "out of the box".
http://www.awm.gov.au/exhibitions/animals/pdf/thinkers_keys.pdf
- Working with Primary schools Identify potentially vulnerable/under performing students at Easter and then provide series of interventions throughout summer term focusing on literacy/numeracy or identified issues.
- Map topics covered in curriculum core subjects at KS2, KS3 and KS4 and share between secondary and primary to support non duplication and avoid repetition for students.
- Ensure all Year 7 pupils have trays in their Form rooms which enables them to leave books they don't need. Additional benefit is during Year 7 parents evening/Meet the Form tutor parents are able to look at their son/daughter books.
- Self Smart - online assessment tool for all students looking at emotional intelligence/wellbeing and preferred learning styles, for more information see <http://www.selfsmart.org/> could be introduced to Year 6 pupils following SATs in preparation for transition and then continued in Year 7.
- When holding a Year 11 celebration event e.g. formal lunch/dinner invite Primary staff or ask for comments from primary staff (who knew the pupils/teachers and non teaching staff) so that a letter or note can be left for each Year 11 pupil from their primary school.
- Ensure Primary Schools and Year 6 teachers are kept informed of significant pupil achievements e.g. Senior Prefect/Head boy/girl, progress and attainment etc.
- During year 6 following SATs Year 7 teachers/transition lead working with year 6 teachers, ask pupils to apply for new roles and responsibilities in Year 7, they will be required to complete an application form which includes a personal statement giving an insight into what they believe their strengths are. These applications are shared with Year 7 Form Tutors and pupils are considered for genuine roles in Year 7. At an early Year 7 assembly pupils are appointed to roles and given responsibilities.