

# Examples of Good Practice

Crossing the Transition Bridge from Primary to Secondary School

# Transfer Day

## Good Practice Case Studies

### **Aylesbury Vale**

A two day transfer experience already offered. Meetings with both parents and students are arranged after school to provide information and answer questions.

### **Aylesbury Vale**

All Year 6 pupils spend 2 days in the secondary school. They each have a timetable and relevant staff support them both socially and academically throughout the days. They use sports leaders to support the pupils with a range of fun activities. All Year 6 pupils are buddied up with a Year 7 pupil for support and advice.

### **Neighbouring Authority**

Three day transfer experience offered.

# Outreach Visits

## Good Practice Case Studies

### **Aylesbury Vale**

As well as a transition day, pupils attend a range of fun events and activities throughout the whole week.

### **Neighbouring Authority**

'Fishbowl days' are held throughout the school year for Year 5 pupils. This provides an opportunity for Year 5 pupils to visit the school for a day and engage in activities and lessons such as science experiments. This reassures pupils and is considered vital for ASD pupils.

### **The Deepings School, Lincolnshire (Ofsted case study)**

The school ensures that there are opportunities for primary pupils to go into the secondary school as early as Year 1, for example for music and sporting events. As one primary headteacher said 'Our pupils use the facilities and it's not an unusual place for them'.

# Sharing Information

## Good Practice Case Studies

### **Aylesbury Vale**

The secondary Headteacher spends one day in each of the primary settings and the primary Headteachers spend one day in the secondary setting. During the visits they look at learning environments, talk to new Year 7 pupils about their school likes/dislikes and discuss differences in practice, such as the difference in the availability and use of resources for self-directed learning between the primary and secondary phases and the flexibility of learning spaces.

### **Egglescliffe School, Stockton-on-Tees (Ofsted case study)**

- Every week, the Head of Maths goes to one of the primary schools to teach year 6 pupils.
- Members of the English department go into the primary schools to find out what the pupils are learning.
- High level readers from the secondary school go into primary schools to help with reading.
- The secondary Head of English has planned the schemes of work for content and skills cross-phase from Year 4.
- The Year 6 teachers' KS2 standardisation meeting takes place at the secondary school to enable colleagues in the next phase to be involved.

# Books/Work Share

## Good Practice Case Studies

### **Wycombe Area**

Branded workbooks issued to all pupils in 6 year feeder schools. Work is entered into these books throughout the year. This is considered to offer a valuable insight into each pupil's ability.

### **Aylesbury Vale**

Workbooks are circulated to the primary schools after SATS week and pieces of work are completed by Year 6 pupils. The students then continue to use this workbook when they start in Year 7, ensuring both teachers and students can see the quality of work achieved in Year 6 which helps to raise expectations.

### **Egglecliffe School, Stockton-on-Tees (Ofsted case study)**

A transition portfolio is created. Pupils, parents and Year 6 teachers contribute to this document. It contains examples of work from all subjects and not just 'best work'. This comes into the secondary school before the summer holidays so information can be copied and disseminated to form tutors, subject leaders and teachers before the start of the autumn term.

### **Ripley St Thomas C of E Academy, Lancaster (Ofsted case study)**

All pupils in year 6 are given a book to read over the summer holidays that they will use in Year 7; the author of the book then visits the school in the autumn term and a 'celebration of reading' day is planned around the visit.

# Pastoral Support

## Good Practice Case Studies

### Chiltern and South Bucks

The Year 7 lead visits the school to meet with Year 6 pupils and teachers, who discuss SEN/G&T and friendships. In the March before transfer, the secondary school holds a friendship afternoon for pupils to meet one another. In April/May there are extra school visits, pupils fill in 'passports' and identify friendship choices. In June a new intake evening is held along with a tea party for students coming from non-feeder schools. After transfer, mentoring and workshops are provided for identified students.

### Wycombe Area

Towards the end of Year 7, pupils who have transferred from the primary school return to do a presentation on life in Upper school, share work and answer questions.

### Wycombe Area

A week long summer school is held every year, offering the students the opportunity to undertake lots of different sports and fun activities. Social contacts are established before Autumn Term begins, and the student have a much better knowledge of the school. The summer school achieves 90% participation and very positive feedback.

### Neighbouring Authority

The primary schools develop a protective behaviours programme to give pupils confidence in understanding networks and where to go for help. Each pupil develops a map of five people they would feel comfortable speaking to if they were concerned, anxious or had a problem after they left primary school. As part of this pupils are also introduced to the expectations of the new timetable system.

# Parental Support

## Good Practice Case Studies

### **Chiltern and South Bucks**

A meeting is held for parents on the evening before the transfer day. Early in the Autumn term there is a Parents' Evening for all parents to meet the Form Tutor and other relevant key staff. The week before the October half-term parents can spend the morning in the school attending lessons with their siblings.

### **Neighbouring Authority**

Every Year 6 pupil and their parents are invited to a meeting with the pupil's allocated welfare manager. This gives an opportunity to discuss friendship groups, concerns etc., and for both the parent and pupil to ask questions on a one-to-one basis. The parent then has a point of contact for any concerns that arise during the first few weeks of Year 7.

### **Eggescliffe School, Stockton-on-Tees (Ofsted case study)**

Secondary staff attend Year 6 parents' evenings at feeder schools, to be available for parents and carers to talk about any aspect of the transition process.

# Start of Year 7

## Good Practice Case Studies

### **Chiltern and South Bucks**

Early lunches are held for Year 7 pupils only.

### **Aylesbury Vale**

There are designated areas just for the Year 7s . This is supported and managed by school prefects. The Year 7 form groups each have two Year 9 buddies to take them around school for the first couple of weeks. Students are allowed to leave the class early, to give them time to find their next lesson. They also leave five minutes early at the end of the school day, to avoid the rush. Finally, sports leaders organise events for Year 7s at break times for the first term, and at lunchtimes for the whole of Year 7, to allow students to meet and bond with peers.

### **Aylesbury Vale**

The first day of term is open to Year 7 and Sixth Formers only, to allow Year 7s to experience the school and their new timetable before the rest of the school return.



# Enhanced Offer for Vulnerable/SEN Pupils

## Good Practice Case Studies

### **Aylesbury Vale**

Vulnerable students are invited in to secondary school for half a day a week from May half term onwards. They meet with the SEN team, Head of Year 7 and pastoral support team. The school produces a pupil premium and SEN booklet with photographs and information on each student. This is given to all staff.

### **Aylesbury Vale**

The secondary school holds a one week summer school for vulnerable pupils, to help them familiarise with staff and the location whilst the school is quiet and relaxed.

### **The Deepings School – Lincolnshire (Ofsted case Study)**

The most vulnerable pupils visit the school regularly during the summer term. These pupils all have personalised arrangements that involve them visiting the school for up to four sessions before the actual transition day. During these sessions they meet with key people e.g. the first aider and canteen staff, as well as with their college leader and senior leader. They do work that is focused on building their confidence. These arrangements concentrate on their whole family rather than just the pupil to ensure that 'as soon as they step through the door, everything is ready for them'. Secondary staff attend relevant meetings for vulnerable pupils in Year 6, to ensure that there is a smooth transition of all external support.