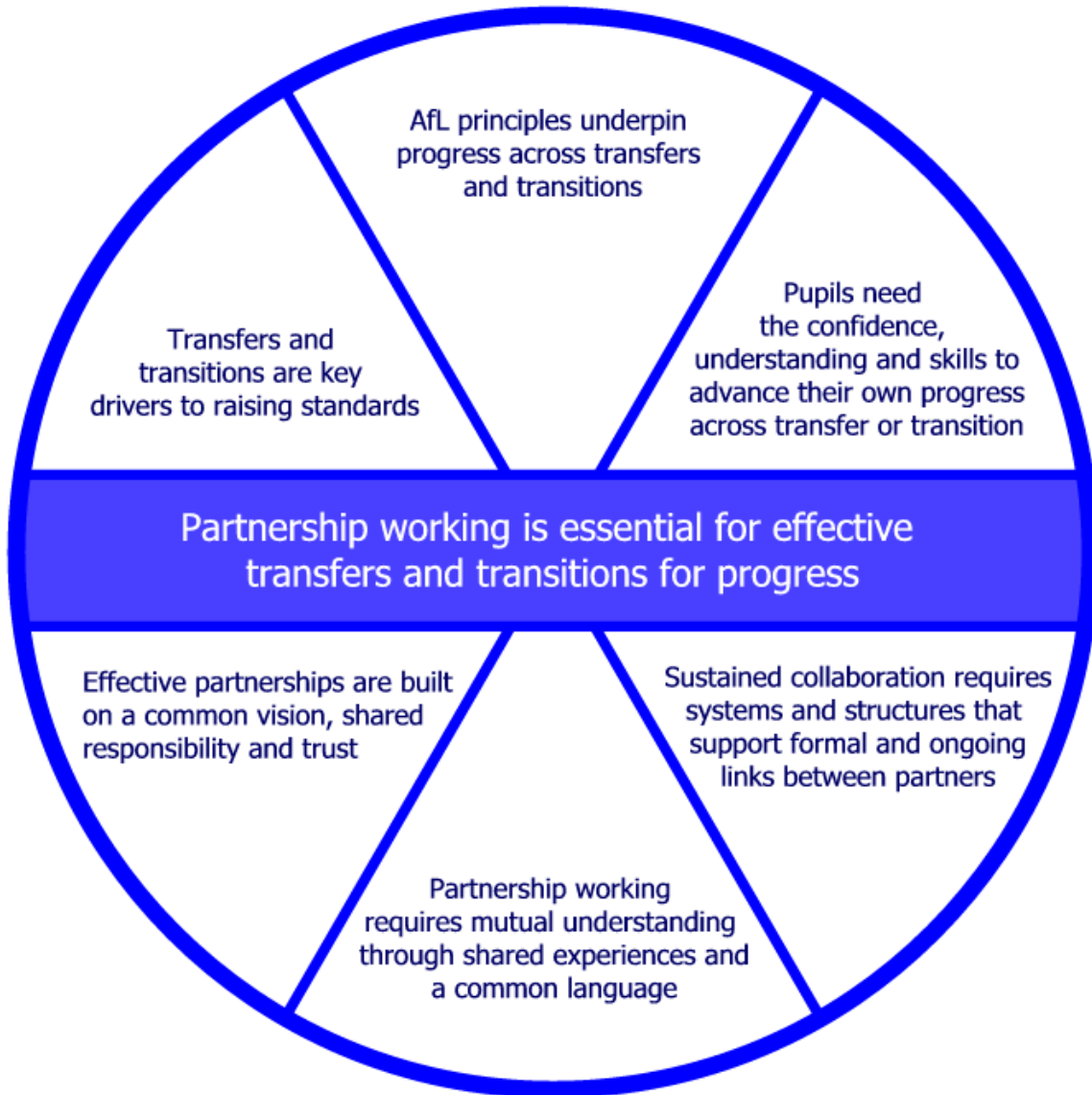


Key Messages for effective transfers and transitions

The National Strategies 'Strengthening transfers and transitions' project (2006-8) clearly identified seven key principles that underpin effective transfers and transitions for progress.



1. Transfers and transitions are key drivers to raising standards

Every transfer between schools or transition between key stages and year groups is a potential barrier to progress. Where transfers and transitions are at their strongest, the social, emotional, curricular and pedagogical aspects of learning are managed to enable pupils to remain engaged with, and have control of, their learning.

2. Assessment for Learning (AfL) principles underpin progress across transfers and transitions

The principles behind effective learning and teaching are the same for transfers and transitions as for other aspects of education. The challenge is to apply them in more complex and disparate conditions.

3. Pupils need the confidence, understanding and skills to advance their own progress across transfer or transition

Effective transfers and transitions happen inside the mind of pupils. Their ability to engage with and take control of their learning remain critical elements.

4. Partnership working is essential for effective transfers and transitions for progress

The stronger the partnerships between stakeholders the greater the potential for progress. The pupils experience one learning journey and only through working together can schools and local authorities establish the conditions for continuous learning.

5. Effective partnerships are built on a common vision, shared responsibility and trust

High levels of mutual professional esteem are essential. Partners need a clear understanding of the priorities, issues and scope of the work being undertaken. There can be no sense of hierarchy and all partners are responsible for the progress of the pupil before and after the transfer or transition.

6. Partnership working requires mutual understanding through shared experiences and a common language

Different approaches to learning and teaching have evolved in the different phases of education. An understanding of these is needed if partners are to provide the right conditions for continued pupil progress. Professional discussions relating to pedagogy, progress, levelling of work, and expectations can contribute to this as can teachers visiting each others schools, observing practice and working with the pupils.

7. Sustained collaboration requires structures and systems that support formal and ongoing links between partners

Structures and systems provide a framework for consistent partnership working that can be evaluated each year. They work best when responsibilities are identified in job descriptions and expectations are agreed by all partners.