



A brighter future for Nottingham children

Education Improvement Board

Transition Protocol for Nottingham City

The Education Improvement Board believes a long-term vision and plan is required for Nottingham city to deliver a world-class education service which serves its young people and families. Points of transition are recognised as times of uncertainty and stress where learning loss and dis-engagement can lead to pupils not achieving strong outcomes and not fulfilling their potential. This strategy aims to address this issue for Nottingham pupils and their families in order to strengthen outcomes at all stages.

Strategic aims

- ↑ To ensure that the needs of all pupils are met at points of transition in order that learning is not lost
- ↑ To encourage parents and children to attend a city secondary school
- ↑ To improve proportion of pupils achieving Age-Related Expectations at the end of KS3
- ↑ To promote consistency and collaboration across Nottingham for all pupils and their families
- ↑ To ensure that all communication is effective and supports learning and progress
- ↑ To ensure that staff, parents and pupils understand their role in the transition process

The Nottingham Entitlement - as agreed with all key stakeholders

1. Administration

- ↑ Key information has been agreed in terms of a Common Transfer Form
 - ↑ Excel spreadsheet format with information imported from SIMs
 - ↑ CTF files for individual children
 - ↑ Hard copy pupil files to include SEND information as appropriate
 - ↑ Safeguarding/confidential files as appropriate
- ↑ Key dates have been agreed
 - ↑ Induction day for Year 6 on the first Wednesday in July. Some schools may offer more than one day.
 - ↑ Initial Common Transfer Form with provisional grade assessments by first Friday after Easter break.
 - ↑ Formal SATs grade assessments by mid-July
 - ↑ Transfer of paper copy files by mid-July where destination school is known
- ↑ Each school has an identified 'transition champion' (a named individual who has the overall responsibility for effective transition and who acts as first port of call).
- ↑ All appropriate staff are fully involved in the transition process including:
 - ↑ Teachers
 - ↑ Teaching assistants
 - ↑ Learning mentors
 - ↑ Support staff
 - ↑ Partner agencies where a pupil has specific individual needs
- ↑ Meetings take place between primary and secondary staff which are:
 - ↑ Planned in advance at a mutually convenient time
 - ↑ Allocated enough time to ensure quality discussions take place
 - ↑ Well prepared in order that data and information shared is accurate and informative

- Parents and carers know about and understand the transition process. They receive information that is clear, informative and supportive. They know who to speak to and how to best contact them if they have any questions.

2. Pastoral Care

- Open days and activity days are offered by secondary schools for Years 5 & 6 in partnership with primary schools in order to ensure that pupils and their parents/carers have opportunities to visit secondary schools as part of their decision making process.
- There are opportunities for Year 7 pupils to visit Year 6 pupils to talk about their experiences at secondary school.
- Written information is provided for parents and pupils.
- Information is provided to parents about pastoral support in the school.
- Data and information from the Common Transfer Form and meetings between schools is used effectively to support pupil target setting and provision.
- Information on vulnerable pupils is effectively communicated from school to school with safeguarding information passed between Designated Safeguarding Leads.
- Information regarding pupils with individual special education needs or disabilities is effectively communicated from school to school with SEND records passed on in order to ensure that provision is in place to support named pupils before they start.
- Pupil peer mentoring and social support are in place.
- Parents and pupils are effectively briefed about transition processes and there are opportunities for them to feed back on their experiences in order to reflect and improve for subsequent cohorts.
- Parents have an opportunity to discuss transition and progress with secondary staff early in the academic year.

3. Pedagogy & Curriculum

- There is a two-way dialogue and discussions between primary and secondary colleagues about similarities and differences in the curriculum.
- Primary and secondary colleagues discuss current assessment practices and supply

secondary colleagues with copies of assessment policies and practice.

- There is discussion and acceptance of professional judgements and assessments of attainment linked to the national curriculum.
- There are joint projects and cross-phase activities agreed and carried out during the summer and autumn terms between primary and secondary schools.
- Quality information is provided to parents about the curriculum, showing what will be taught and how continuity with the primary school curriculum is ensured.
- There is a shared understanding on the quality of work expected from Year 6 and Year 7 pupils across the core subjects.
- There is discussion of individual pupils' learning needs which supports planning of intervention programmes at secondary schools.
- There are opportunities for shared lesson observations and team teaching with Year 7 teachers joining Year 6 classes in the summer term and Year 6 teachers joining Year 7 classes in the autumn term in order to share information effectively.
- Differences in teaching and learning are recognised and celebrated.
- Pupils are actively prepared to meet new ways of working.
- Teachers and teaching support staff use their skills and knowledge to support teaching in other phases.

4. Transition at other times

Whilst pupils moving between schools at other times is not ideal, there are sometimes genuine reasons for change. Schools should seek to talk to parents to avoid school moves that are not related to change of address.

Where an in-year change is necessary:

- Schools should send pupil records to the receiving school as soon as is practicable in order that pupil achievement can be shared to avoid learning loss
- Where a pupil is vulnerable or has individual needs the original school should contact the receiving school by email or telephone in order to share information promptly
- Confidential records are sent by recorded delivery for the attention of the Designated Safeguarding Lead.