

Managing KS2-KS3 Transition Self-Evaluation Tool

	Transition Bridge One Administrative	Transition Bridge Two Social and Personal	Transition Bridge Three Curricular	Transition Bridge Four Pedagogic	Transition Bridge Five Managing Learning
Focusing	<ul style="list-style-type: none"> Quality information provided to parents on administrative arrangements. Pupil transfer is handled to the satisfaction of all parents. Common data transfer sheet exists. 	<ul style="list-style-type: none"> Induction days with clear purpose and outcome. Open evenings for pupils and parents. Parents have an early opportunity to discuss progress and transition issues with secondary school staff. Special arrangements at start of school year. 	<ul style="list-style-type: none"> Cross-phase events which are part of a planned programme. Two-way dialogue and discussion between primary and secondary schools on similarities and differences in the curriculum. Joint projects including use of nationally or locally agreed transition units. 	<ul style="list-style-type: none"> Advanced Skills Teachers provide outreach support to primary schools. A common language for discussing teaching and learning, e.g. use of terms such as “learning objectives”, “plenary”, “response partner”, etc. An appreciation of the differences and similarities in primary and secondary schools’ approach to teaching and learning. 	<ul style="list-style-type: none"> National expectations for sharing and reviewing of learning objectives in lessons are adopted An appreciation of differences and similarities in primary and secondary schools’ approach to teaching and learning. A common language for discussing teaching and learning, e.g. use of terms such as “learning objectives”, “plenary”, “response partner”, etc.
Developing	<ul style="list-style-type: none"> Making effective use of common data transfer form to capture pupil level information. Ensuring effective and full use of individual pupil data received from primary schools, including Key Stage 2 results and CATS. Effective pupil-tracking to monitor progress. Transition policy is in place and has been agreed in partnership with primary schools. It covers the process for collecting and transferring information and sets an expectation for active work with feeder/receiver school(s). It outlines the role of staff, parents and pupils in the transition process. All staff, parents and pupils are aware of the policy. Setting of attainment targets and procedures to monitor progress towards these targets. Regular meetings and good working relations between primary and secondary school staff, including: senior staff, heads of year, subject heads, SENCOs and subject teachers. 	<ul style="list-style-type: none"> Parent and pupil guides for new entrants. Identifying, in partnership with primary schools, and responding to pupils with particular difficulties, needs or strengths. Using information on social groupings within primary schools to create class groups. Quality information to parents about pastoral support and differences in the school. Robust anti-bullying policy that is made explicit to pupils and parents and implemented effectively. Specific arrangements in place to support pupils for first half-term following transition 	<ul style="list-style-type: none"> Joint projects and cross-phase activities. Other joint provision may also include bridging units. Summer schools. Quality information to parents about the curriculum. This shows what will be taught and how continuity with primary school curriculum is ensured. Specialist visits, e.g. ICT, drama, sports, science. Common understanding of progress expected of pupils during transition years. Shared understanding on the quality of work expected from Year 6 and Year 7 pupils across at least core subjects. Discussion and acceptance of alternative interpretations of levels of attainment. Discussion of individual pupils’ learning needs supports secondary school’s planning of intervention programmes. 	<ul style="list-style-type: none"> Recognition and celebration of differences in teaching and learning, e.g. access to specialist teaching and resources. Quality information to parents about teaching and classroom practice. Joint training programmes and professional development on teaching skills. Support from one or more of specialist schools, ASTs, learning/school improvement networks, training schools. 	<ul style="list-style-type: none"> Pupils develop a learning portfolio which describes them as learners and gives samples of achievements. This is shared with the secondary school and extended during Year 7.
Establishing	<ul style="list-style-type: none"> Transition processes are broadened to include pupils in year groups other than Year 7. Feedback provided to primary schools on effectiveness of transition arrangements and early progress of pupils. Non-teaching staff are fully involved in the transition process, e.g. support staff from primary schools work with known pupils during first few days in secondary school. Data is used effectively at whole-school, department and classroom levels. The transition policy is regularly reviewed and amended accordingly. 	<ul style="list-style-type: none"> Parents and pupils are effectively ‘briefed’ about transition, with opportunities to feed back on the reality for them. Pupil peer mentoring - pre- and post-transition - and social support. 	<ul style="list-style-type: none"> Cross-phase teaching, i.e. common curriculum topics that span Year 6 and Year 7. Joint Masterclasses for gifted and talented pupils. Catch-up programmes in Year 7 for literacy and maths. Secondary schools receive and build on ‘curriculum maps’ for Key Stage 2 from feeder primary schools and adapt Year 7 curriculum accordingly. Joint planning of curriculum. Joint identification of learning needs and planning of intervention programmes. 	<ul style="list-style-type: none"> Policies on teaching and learning shared across phases. Shared lesson observations. Team teaching. Common approach to learning environments, e.g. accessibility of resources, use of display to promote learning, arrangement of classroom furniture, etc. Active preparation of pupils to meet new ways of working. Joint training programmes and professional development on teaching skills. 	<ul style="list-style-type: none"> Pupils are empowered to proactively contribute to the transition process and are viewed as active participants, e.g. suggesting improvements and identifying barriers to successful transition. Pupils are actively encouraged to become ‘professional learners’ - reflecting on what and how they are learning.
Enhancing	<ul style="list-style-type: none"> Clear roles and responsibilities within primary and secondary schools that span transition. Job descriptions make these explicit. A ‘transition champion’ is identified within the school, i.e. a named individual with responsibility for effective transition. Staff, parents and pupils are involved in evaluating transition arrangements to secure continuous improvement. Non-teaching staff play a significant role in the management of the transition process. 	<ul style="list-style-type: none"> Joint social events between current Year 6 and Year 7 pupils. Year 7 pupils visiting Year 6 pupils/primary schools, speaking formally and informally about transition. 	<ul style="list-style-type: none"> Teachers in each phase have detailed knowledge of respective assessment, tracking and target-setting processes. Innovative cross-phase projects, e.g. creativity, dance, drama, ICT, thinking skills. Teachers using their skills and knowledge to support curriculum design in other phase. 	<ul style="list-style-type: none"> Teacher exchange and secondment between primary and secondary schools. Schools in both phases evaluate and adapt their joint approach to transition - taking account of the views of pupils, teachers and parents. Teachers using their skills and knowledge to support teaching in other phase. 	<ul style="list-style-type: none"> Pupils understand their preferred learning styles and can talk confidently about this to their new teachers. Quality information is given to parents about their contribution to managing learning and encouraging their children to become ‘professional learners’.