SUPPORTING
SCHOOLS & SETTINGS
WITH TRANSITION
2021

INTRODUCTION

Transition 2021 for all our children and young people will be very different again this year. Children and young people have had a full year of disruption to their education and will undoubtedly be less well prepared and more anxious than they would have been for transition to their next stage. No one knows how this is affecting our children and young people now or can predict what the issues may be in the longer term. What is clear though is that transition this year at every stage needs more thought and planning to provide as 'normal' a transition as possible in the current climate.

Many schools have already begun to put plans in place for transition but for those who are still looking for ideas, this guide has been produced to help you consider what practical steps you can take as a school or setting to minimise this disruption and help ease these children and young people into the next phase of their education.

CONTENT OVERVIEW

Each section outlines our aspiration and what the particular barrier might be to achieving this in 2021, then offers some ideas and strategies and signposts to resources, LA projects and research.

To move quickly around this document this contents page has been hyperlinked so you can click and move straight to the page which interests you. Further hyperlinks to other resources are contained within the different sections.

We want the best possible information to be shared across schools and settings this year.
This means that effective and robust administrative arrangements need to be in place to support transition. Be clear about what information you require and ensure that the best available information about pupils is available to receiving staff.

- No official pupil performance data.
- Placing children in the right sets or students on the right courses.
- Identifying children for catch-up programmes.

- Data is available from the primary schools in the form of responses to practice SATs papers and teacher assessment of attainment and progress to help you get started. This may not be recent but will give you an indicator of strengths and needs. Make sure that any information received is passed on to the relevant class teachers for planning. Most primaries will be writing a summer term pupil report to parents so ask for a copy.
- Sharing of test information, such as past papers, & question level analysis provided – June.
- Locality based informal writing moderation events led by accredited moderators.
- Information is also available from specialist teaching teams, and this needs to be shared with all receiving staff.
- Ask primary schools for their views on who may need an intervention programme but be mindful that pupils will have had varied experiences of learning during lockdown and it is the most vulnerable who are more likely to have been in school and had some structured learning time.
- There are many ways that formal and informal information sharing and collaborative planning can take place (phone calls, video conferencing, Microsoft Team pages and emails) to ensure that all parties have access to relevant information and can share expertise.
- Make sure that primary schools have contact details for a secondary person who is co-ordinating transition so they know who to contact for information. This could be the Head of Year 7 or a 'Transition Champion'.
- Consider not 'setting' straight away. This gives pupils and staff the time to settle in. The first few weeks will not be 'normal' for anyone and pupils may not be performing to the best of their abilities just yet.

- See **Assessment for Transition: Optional Offer for Schools and Academies**
- See **EYFS Transition Toolkit** *'Learning and Development - Children develop and learn in different ways and at different rates' (*page 29 of this document)

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Assessment for Transition :

Optional Offer for Schools and Academies

**North
Lincolnshire**
Council
www.northlincs.gov.uk

End of KS2 into KS3 Offer

Despite all the recent disruptions, do your Y6 children need the 'rite of passage' provided by taking a suite of tests to mark the end of their Primary journey?

Will administering these tests provide useful curricular information that would help to evidence the impact of COVID 19 on your school

Will the sharing of identified strengths and learning gaps with secondary schools support an effective transition process?

If this is the case you might want to consider:

- Agreeing within your geographical cluster/ with your local secondary school(s) to administer a common suite of tests e.g 2018 during a specified window such as the last two weeks in June and sharing identified strengths/ gaps with the receiving school(s).
- Attending locality- based informal writing moderation events where there would be access to LA accredited moderators – the focus of these would be on use of the assessment frameworks to identify common areas for development for these children as they enter the next phase of their education.
- Facilitating meetings between Y6 and Y7 teachers to discuss pupil needs- July/ September

End of KS1 into KS2 Offer

Your current Y2 children will be beginning KS2 in September 2021 despite in most cases having missed a third of the time they would usually have had in KS1. Would an opportunity to experience some informal external moderation support you in preparing your children for the next phase of their education?

Will participation in informal, external moderation provide useful curricular information that would help to evidence the impact of COVID 19 on your school and support an effective transition process?

You might want to consider participation particularly if:
- You are an Infant School

- You are anticipating Ofsted

- You have had declining KS1 outcomes over recent years.

- You have had significant staff changes in KS1.

Data Offer:

Nexus are offering Schools the opportunity to do a data collection of EYFS, Phonics, KS1 & KS2 teacher assessments for 2021 as they did in 2020.

Ifs schools wanted to they can choose to fill out an excel template which the data team would put into Nexus- this would populate all the end of Key Stage reports as in a 'normal' year.

The LA are not recommending this, only making school leaders aware of this as an option.

TRANSITION ASPECT: Supporting staff & pupils' mental health

We want to support staff & pupils' mental health and develop their resilience.
Ensure that effective pastoral support is in place and provide an opportunity to say goodbye and to be welcomed. Provide opportunities to reflect on the COVID-19 experiences of all and re-adjust to the structure and systems of a school environment.

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- We don't know what staff and pupils' experiences have actually been like during lockdown. They may be very different emotionally now than they were.

IDEAS & STRATEGIES

- Some pupils may also be struggling with issues which arose during lockdown, such as experiencing a family bereavement or domestic abuse. Some pupils may experience separation anxiety – they have been with their families for a long time and so may find adjusting to others difficult. Make space and time for them to discuss their experiences as part of the PSCHE curriculum and tutor time. Make sure they know who the pastoral staff are as well as the Mental Health Champion and SENDCO. Ask primaries how concerns were usually tackled there as a routine they are familiar with may help them to come forward
- Contact older pupils who were previously members of School Council or were 'buddies' to see if they would like to buddy a Year 7 pupil from September. You could even link them up together as pen pals. A letter or blog from a current Year 7 put onto the school website may be useful.
- In the first few weeks in September, build more time than usual into the timetable for social activities where pupils can mix together, such as art and drama lessons, team games or competitions to create a resilient school community.
- Be clear to parents/carers and pupils what hygiene arrangements are in place as some will have anxieties about this specifically.
- Celebrate achievements and successes
- Some schools have sent pupils a transition 'passport' with a list of activities to complete. These could include activities such as '3 things you really want your tutor to know about you'.
- Use the 'All about me' process used by many primaries which Year 6 pupils will be familiar with.
- In light of the COVID-19 pandemic it may be useful to explore how resilience can be promoted for teachers and staff at this time. Resilience can change over time depending on the context or situation – it is not a case of having or not having resilience.
- It is important that the professional needs of staff in relation to supporting pupil wellbeing are audited.

RESEARCH, RESOURCES & LA PROJECTS

- Free qualifications and workshops for staff & parents/carers on managing stress & mental health.
- It may be useful to signpost pupils to the following resources: Local Offer Website, Life Central and CAMHS resources https://www.camhs-resources.co.uk/

- Support and CAMHS for Mental Health Champions. https://www.camhs-resources.co.uk (camhs-resources.co.uk)
- **Kooth.com** free online counselling and emotional wellbeing platform for children and young people.
- Useful resources to support mental health & resilience Mental health resources for children, students, parents, carers and school/college staff - Education in the media (blog.gov.uk)
- Young Minds have produced some Year 6 to Year 7 transition activities to help pupils manage their feelings - https://youngminds.org.uk/resources/school-resources/find-your-feet-transitions-activity-for-year-6-pupils/?gclid=Cj0KCQjw0caCBhCIARIsAGAfuMzRQYP44haaeTtk_WGtRvfdJEqEzzsGC9H1NqsWBIBITalSg7zsy7IaAphnEALw_wcB
- Public Health England have produced a variety of resources - https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/
- Signpost children and young people to the 'eClinic'. This is app that can be downloaded and then they access support from school nursing service. https://youtu.be/W3vXKN1PUTk School nurses are available at set times across the week for children and young people who need support and can also offer follow up sessions.
- Advice on 'Teacher resilience during coronavirus school closures'. The British Psychological Society. https://www.bps.org.uk/sites/www.bps.org.uk/files/Member%20Networks/Divisions/DECP/Teacher%20resilience%20during%20coronavirus%20school%20closures.pdf

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TRANSITION ASPECT: Supporting reading

We want all children and young people to enjoy reading and to have the skills to enable them to be successful in school and in later life.

This means that children and young people will need more planned opportunities than before to make progress in reading. Provide a rich and varied reading diet which not only teaches the skills of reading but develops enjoyment as well.

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- *"All year groups have experienced a learning loss in reading. In primary schools these were typically between 1.7 and 2.0 months, and in year 8 and year 9, 1.6 and 2.0 months respectively." "There appear to be some regional disparities in the level of learning loss in reading with pupils in the North East and in Yorkshire and the Humber seeing the greatest losses."* DfE 'Understanding progress in the 2020/21 academic year - Interim findings' (January 2021).
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A_-_FINAL.pdf

IDEAS & STRATEGIES

- 'Tremendous Transitions' reading passport project with 8 primaries.
- Get involved in locality reading meetings.
- Use catch up funding to bring in authors and productions – virtual or on site and make use of your local library.

RESEARCH, RESOURCES & LA PROJECTS

- Attend the 'Words Count' conference on 30th June - see flyer and the 'Power of Words' event on 3rd & 4th July – flyer to follow.
- Read Alex Quigley on literacy, independent reading and lockdown | National Literacy Trust

Alex Quigley on literacy, independent reading and lockdown | National Literacy Trust

We spoke to our Literacy for Learning conference keynote speaker and respected teacher and author Alex Quigley about his thoughts on everything from reading online to engaging colleagues across all subject areas in literacy.

literacytrust.org.uk

- Read the EEF's 'Improving Literacy in Secondary Schools - Seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students' Improving Literacy in Secondary Schools | Education Endowment Foundation | EEF See summary recommendations.

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WORDS COUNT
Conference 2021
Reading to save the world!
SAVE THE DATE

30th June 2021

Ashby Community Hub, Ashby High Street, Scunthorpe, North Lincolnshire, DN16 2UT

Confirmed National Speakers Include

Neil Griffiths– Storytelling Tony Whatmuff– effective teaching and learning in literacy**
National Literacy Trust **John Murray – Reading comprehension ** Kelly Ashley – Word Power
and Vocabulary* and **Norfolk Children's Book Centre **
Further details to follow
You can register your interest by e-mailing wordscount@northlincs.gov.uk or
Telephoning Sarah Tipler on 01724 296668

Words Count is a North Lincolnshire Council initiative that supports improving literacy levels
across our community. Words Count promotes the importance of literacy for life and reading
for pleasure and celebrates the diverse range of inspiring literacy projects across the county
Every Word Counts!

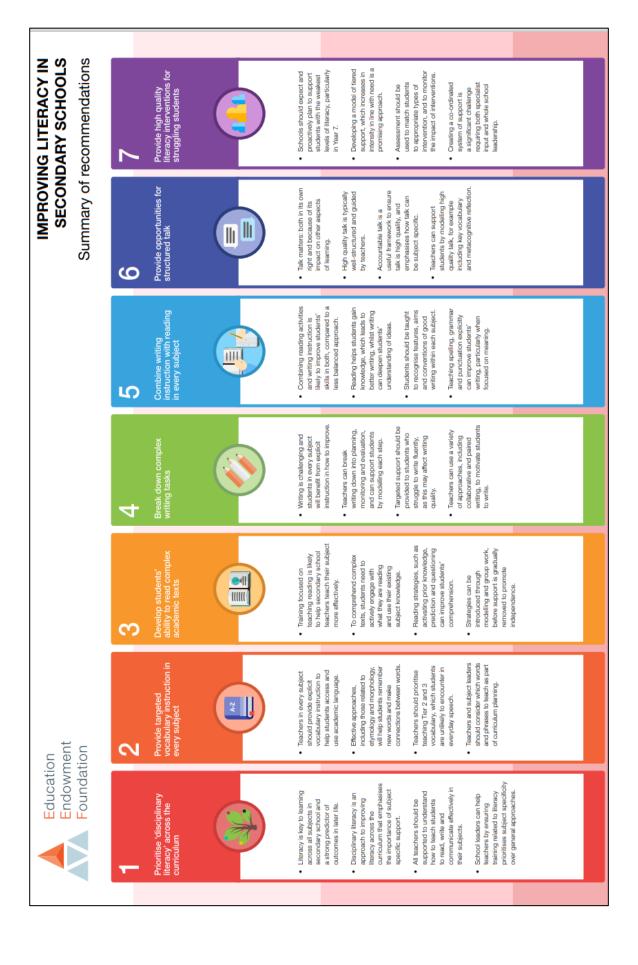North Lincolnshire Libraries

20 21
visual arts centre

North Lincolnshire
MUSIC EDUCATION HUB

North Lincolnshire Council | ADULT EDUCATION AND COMMUNITY LEARNING

Words count

IMAGINATION LIBRARY

StudyUnitedFC

NORTH LINCOLNSHIRE CHILDREN'S LITERACY TRUST

Education
Endowment
Foundation

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1 — Prioritise 'disciplinary literacy' across the curriculum

- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2 — Provide targeted vocabulary instruction in every subject

- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3 — Develop students' ability to read complex academic texts

- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4 — Break down complex writing tasks

- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5 — Combine writing instruction with reading in every subject

- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6 — Provide opportunities for structured talk

- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7 — Provide high quality literacy interventions for struggling students

- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

TRANSITION ASPECT: Supporting SEND & vulnerable pupils

We want to ensure children and young people with SEND feel safe and have appropriate people to go to if they need help. We need to make sure that those people have access to the right resources to support them.

- As schools re-open to all students, those with SEND may well need more support to transition back into 'normal' school life – both those who have been attending school during lockdown and those who have been at home.

- Check with Year 6 staff which approaches have been most successful with pupils with additional needs.
- Be clear about levels of differentiation or adaptions have been needed in the past to accommodate different young pupils and ensure all teachers have this information.
- Make sure that primary SENDCos have contact details for the secondary school SENDCo so that they can pass on any concerns and suggestions for specific pupils.
- Help those SEND pupils who have been attending school in person because of their status as vulnerable children to re-adapt to learning in a larger environment. These pupils may now struggle with a sudden increase in their class size and changes in routine as your school opens up to all children. Reassure your pupils and talk to them about what is happening so they feel prepared for having more of their peers in school with them.

- You will no doubt have new plans in place for things like drop-off and collection, break and lunchtime, how and where pupils should wash their hands and how pupils should line up throughout the day. If these routines are different from what pupils are used to, make them clear and easy to understand to help pupils settle in. Make it visual - it is a good idea to create posters for these routines, so pupils can get to grips with them. Visual aids are particularly helpful for some pupils with SEND because they make the information permanently accessible. Give pupils plenty of time to process the information and do not involve social interactions.
- Use social stories which show pupils what to expect and why in different social situations, including social stories that explain to pupils with SEND about school re-opening routines and for other outcomes e.g. your school having to close and re-open again.
- Be mindful that while at home pupils will have become used to having more time to do what they wanted, so it could be helpful to be clear on when they can have time to do what they want to during the school day.
- Give clear reminders to help pupils with SEND get to grips with routines. Talk to them and remind them about why they will have to wash their hands more often and sit further apart, why adults (and secondary-age pupils) may need to wear face masks, why there will be more pupils in school again, and why coronavirus testing will be carried out.
- Show them that their feelings are normal. Ask pupils how they are feeling and why. This will help you address specific concerns and make the transition as easy as

possible. Make your questions open and generic rather than asking about specific things you think they might be worried about Reassure them that it is okay for them to not always feel okay, and that they can talk to you about this.

- Consider asking pupils to be learning buddies with pupils with SEND when they first return. These mentors can prompt and support their buddy with activities, like reading or moving on from one task to another.
- Celebrate work completed in lockdown to build pupils' confidence. It is important to recognise the work that your pupils have done during the lockdown – whether in school or at home. Make sure that teachers champion work that pupils have completed, to give them some positive reinforcement.

RESEARCH, RESOURCES & LA PROJECTS

- REACH (Resolve, Enable, Aspire, Child-centred and Holistic) Team
- Programme for Y6-7 SEMH students
- Transition booklet & additional visits
- Facilitate creation of pupil support plans through discussion with primary and secondary schools
- Involvement of parents/carers
- Bespoke preparation for adulthood operational group to consider young people with SEND moving on from Year 11 to colleges.
- SEND specialist teachers and Outreach Practitioners.
- The North Lincs Local Offer website has a wealth of resources. http://www.northlincslocaloffer.com/professionals-area/coronavirus-covid-19-update/
- Transition resources for settings supporting children or young people with a special educational need or disability (SEND) are available to download here:

Transition: Principles for best practice - A guide for settings
Transition from infant to junior school – Best practice guide for settings
Transition to secondary school – Best practice guide for settings
Transfer from secondary school to post-16 – Best practice guide for settings

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TRANSITION ASPECT: Supporting pupils with specific needs
- behaviour
- ASD/ADHD

We want to support schools and settings to manage transitions for children and young people with complex needs who may feel confused and worried about the changes in their environments and relationships and therefore whose behaviour may present as challenging.

It is important that children and young people are reintroduced to environments that are predictable and reassuring. Clear routines and expectations will need to be in place and referred to regularly.

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- Children and young people will respond in different ways dependent on the complexity of their needs. Challenging experiences such as the lockdowns during the Covid 19 pandemic will impact on them in myriad ways. Some children my present with new behaviours and others change behaviours on a daily basis.
- Transitioning into a new school/college will be on the minds of some of the children and young people. This may have an impact on their presenting behaviours.

IDEAS & STRATEGIES

- Remind pupils about behaviour rules and how to speak to people. Some rules will need to be reintroduced, this can be presented visually or as social stories. However, also be a bit more lenient than usual to start off with. They will need time to adjust and for many it will have been a long time that they have had to speak politely to strangers/adults. Be generous with rewards for positive behaviours. Phase in targeting specific behaviours and positively reinforce these e.g. one day where everyone focuses on 'please' and 'thankyou' another day for acts of kindness etc.
- Celebrate expected behaviours such as quiet, focused work; listening to adults; listening to each other; indoor voices; walking slowly etc.
- Create clear routines, use visuals, timetables, learning and sensory breaks where appropriate and aim to make returning to school as predictable as possible.
- Be clear and consistent about any punitive measures and discuss these as adults before putting them in place with children and young people. It will be useful to phase these in allowing a soft introduction back to the school.
- Children and young people will have had a range of experiences during the pandemic. Take time to observe and listen – look for how they are coping, how resilient they are and what triggers different behaviour responses. It may be useful to build one page profiles with children to help identify what help and support is working.
- Some children and young people may need time to build up concentration and focus skills. Recognise their starting points as they return to school and personalise support and strategies to assist in rebuilding these skills. This may include going back a few steps and introducing work/expectations below their previous level of functioning to build confidence first.
- Where there is task avoidance use differentiated resources to make tasks achievable such as using multiple choice, comic strips and drawings, scaling, yes/no, cloze etc.
- Transitioning from activities and unstructured times may present as challenging for some children and young people. Make these times as predictable as possible by

- establishing rules and expectations, visual timelines or timetables, structuring break and lunch if necessary, allowing time to process change and positively reinforcing expected behaviours.
- Dependent on the experience of the child or young person they may have experienced emotional loss and/or trauma during the pandemic. This emotional disruption may lead to children and young people feeling challenged by the demands of school. They will need to be given opportunities to calm and regulate. Demands may need to be reintroduced at a slower pace to others.
- It will be useful to set clear and achievable targets and objectives with children and their parents which are reviewed regularly to show positive progression over time. Spend time building a positive profile of achievements and useful strategies.
- Where children and young people are finding it a challenge to manage emotional responses use resources to support understanding e.g. Five Point scale.
- Consider the known needs of children and young people to help understand presenting behaviours. Where there are recognised sensory needs for example it may be necessary to relook at sensory support strategies. Where there is ADHD there may be an increase in distractibility and the child/young person may benefit from frequent learning breaks.
- It will be important that all those transitioning to new schools/colleges are prepared for this in a supportive and timely manner. Children and young people with identified complex needs such as Autism and ADHD will be offered additional transition support as appropriate.
- Different pupils within the same class will have very different experiences of the pandemic. They will also have varying levels of coping skills and resilience in dealing with those experiences. Have an open mind about what pupils may be going through, how they will be coping with it and what support they need is important.
- Pupils may not feel able to learn at the same pace as they have done before and may show disruptive behaviour. Disrupted ability to focus is a common experience for children and young people who have experienced a traumatic event such as Covid 19.
- It is also important to remember that unstructured time in school hours (break and lunch times, before and after school, on the buses and walking home) may also be a difficult time for some children so remind pupils about expectations there as well.
- When something momentous like Covid 19 happens, it can be tempting to see everything in that context. However, don't ignore signs that something more serious is going on and seek external agency advice as before.
- Children and young people may have experienced disrupted attachments as a result of measures put in place during the pandemic such as separation from parents and grandparents, key adults, as well as their friends and peers. If these relationships are strained, disrupted or suspended completely, children and young people will likely experience a level of emotional distress. This might show itself in the classroom as pupils find it difficult to ask for help or manage their thoughts, emotions and behaviour. They may struggle to form positive relationships with staff and peers or to concentrate and take part in learning. They may be unable to calm themselves down or quickly become disproportionately angry or upset, at times with no clear triggers
- For more practical tools, strategies and activities see - https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown/support-pupils-return-to-school

- See 'Supporting staff & pupils' mental health' section.

RESEARCH, RESOURCES & LA PROJECTS

- REACH (Resolve, Enable, Aspire, Child centred and Holistic) Team
- Programme for Y6-7 ASD & ADHD students. Transition booklet & additional visits.
- Transition booklet & additional visits
- Meeting for parents of Y5 ASD & ADHD students
- Specialist support & advice for in school transitions for ASD & ADHD students, especially for Y11 & including a follow up drop in at college
- Joint transition sessions offered to receiving schools with EYIT/ASET/SALT with individual child & their parent/carer.
- Strategies & resources discussed and supplied for ASD & ADHD as appropriate to the receiving school during sessions.
- Further information for strategies and ideas can be found here:
  - Transition Back to School - Autism Education Trust
  - A guide for teachers (autism.org.uk)
  - Materials to support transition back to school following COVID-19 - Solihull local offer (socialsolihull.org.uk)
  - Children : ADHD Foundation
- To find out more about attachment - https://www.mentallyhealthyschools.org.uk/mental-health-needs/attachment-and-child-development/
- Pilot project for Trauma Informed Schools https://www.traumainformedschools.co.uk/

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TRANSITION ASPECT: Supporting pupils with specific needs - EAL

We want to provide guidance and support for schools and academies to ensure the smooth and effective transition for all EAL students. Learning about new routines and adapting to secondary school demands can be a challenge but it may be even more daunting for learners with EAL. It is essential that they receive the support they need to ensure EAL students learn and adapt at the same rate as their monolingual peers. Each member of school staff should be made aware of the policies and protocols with regards to transition of EAL students. Effective information sharing between the primary and the secondary staff regarding the EAL profile of a student, strategies that worked well, an accurate picture related to behaviour and parental level of fluency in English as well as their engagement will allow staff to be better prepared to work with the new students in the secondary school environment.

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- During school closures most children experienced some degree of learning loss, and that loss is greater for certain groups of learners, for example, those from lower socio-economic households and pupils who speak English as an Additional Language (EAL). Gaps in knowledge and lack of learning routine may have occurred due to disengagement from learning during the lockdowns and/or periods of self-isolation.
- For EAL learners the impact of school closures can be more significant as they may have also experienced language learning loss during this period. This could lead to an inaccurate perception of EAL students' true ability due to the delayed acquisition of English because of school closures (particularly those in the New to English and Early Acquisition categories).

IDEAS & STRATEGIES

- Additional opportunity to visit their secondary school may be required for some EAL students (not necessarily to participate in taster lessons but for example, to meet a group of exiting secondary stage students who could share the relevant general information). It would be useful for a member of staff in charge of inclusion to be present too.
- Information about EAL learners, obtained from primary schools should filter down to the relevant staff.
- It would be beneficial for those students who are at the early stages of English language acquisition to be given additional time before they are placed in appropriate sets.
- Parents of EAL students often feel disconnected from secondary schools and worry that they lack information or are unable to access it. It is important that the school website is set up in an EAL-friendly way, so parents and students are able to navigate it effectively to find the relevant information. Consider using graphic organisers, visual and audio content to convey the information in a variety of ways to aid understanding. It may be a good idea to organise a Y7 parent drop-in session to provide practical support in accessing the information.
- Support learners and parents with a back to school guide in their home language or provide a bilingual or heavily visual guide. The Children's Commissioner for England 'Guide for Children Returning to School after Lockdown' has been translated into a

variety of languages which can be downloaded here - https://www.bell-foundation.org.uk/eal-programme/guidance/covid-19-guidance-and-resources/guidance-for-learners/

- It would be useful to set up coaching sessions for EAL learners on how to access the information on the school website, how to use email, the systems used in school (MS Teams, Google Classroom, etc.) who to contact when, etc. The preparation for that can be started in primary school. A timetable with relevant staff members and their photos would help the students to identify the subjects and teachers easier.
- The set up of the school (e.g. Houses) should be explained explicitly to avoid any confusion. A glossary (with photos, if appropriate), linked to the secondary school vocabulary may prove useful (e.g. The Head of Year - Mr/Mrs …., the teacher who looks after all students in Y…; Class Tutor - Mr/Mrs …, the teacher who helps/looks after a group of students in Y… who will meet with you every day).
- Teaching and learning is no doubt important but the first weeks in September should also be focused on building the relationships and monitoring the wellbeing of the new Y7 EAL students (particularly those who are new to English). It is important that the students know the designated member of staff who will provide the 'safe', language aware space, should any respite be needed during the day.
- Audit learners' current level of Proficiency in English, including whether that has fallen back during lockdown. Assessment of their current Proficiency in English when they return to school is key to planning the support strategies needed to regain any learning, and in particular language learning, lost during the last year.
- Build in extra spoken language activities. Language learning loss may occur because during school closures EAL learners may have had limited exposure to English and in particular in speaking, listening, practising and reinforcing language, especially academic language. A particular focus on spoken language and 'language for learning' is therefore important as this aspect may have been most affected through lack of practise during lockdown.
- Provide speaking frames https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/speaking-and-writing-frames/
- Re-establish talk buddies, reading buddies and/or shared reading – these will help learners to listen to reading in English and to read aloud with peers which will provide peer support.
- Develop banks of Tier Two vocabulary (academic vocabulary) to ensure that learners can access the curriculum.
- In the Early Years Foundation Stage re-establish storytelling practices, including bilingual storytelling, story re-telling, storytelling props and packs.
- Engage with families and find out what their experiences during lockdown have been.
- It is important to remember that students with EAL are not a homogenous group: some may be in their initial years of acquiring English whereas others may exhibit native-like conversational fluency. However, all of them will be doing a double job of learning English and learning in English at the same time. Clear understanding of EAL pedagogy and relevant strategies will enable the staff to be well prepared to meet the diverse needs of their EAL learners. Remember that every learner is different, and will have had different experiences during school closures, so will require different types and levels of catch-up support.

RESEARCH, RESOURCES & LA PROJECTS

- Specialist EAL advice and support from EMTAS are available upon request (subject to SLA charges). For more information, please email EMTAS@northlincs.gov.uk
- Virtual EAL drop-in session is available on 4 May 2021, 6-7pm, to discuss any EAL-related aspects with specialist EMTAS teachers (to book a place, please email ilona.szolc@northlincs.gov.uk). More dates for 2021-2022 to be released in the second half of the summer term.
- Current EMTAS CPD offer is available to view on Services for Schools system (please note, the CPD offer 2021-2022 will be released in the second half of the summer term).
- A vast amount of useful information on the subject of EAL (research, resources, assessment tools, strategies, etc.) is available from:
  - NALDIC - The national subject association for EAL - NALDIC
  - The Bell Foundation has a range of resources to specifically support the return of EAL pupils after lockdown https://www.bell-foundation.org.uk/eal-programme/guidance/return-to-school-guidance-and-resources/
  - *'Guidance and resources for schools and teachers to support pupils who use EAL and their families to help mitigate any learning and language loss experienced during school closures'.* Great Ideas - The Bell Foundation (bell-foundation.org.uk)
  - 'Return to School after Home Learning – Resource List' Return_to_school_resources-.pdf (kinstacdn.com)
  - Nassea | Improving teaching and learning for black and minority ethnic pupils

CONTACTS

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TRANSITION ASPECT: Supporting school leaders

We want to develop cross-phase professional support and dialogue so that staff really know their new young people and can build on the curriculum covered and teach to their strengths. We want children/young people, and their families, to feel confident about the transition process and know and feel comfortable about their new provision. Celebrate successful learning during COVID-19 and consolidate independent learning and study skills. Improve pupils' and families' familiarity with the new school, layout and systems. Appreciate the involvement of parents during COVID-19 and how this can be utilised in the future. Ensure that pupils are seen as active participants in the transition process and in their own learning.

TRANSITION ISSUE 2021

- Learning got cut short and some pupils will not have done any formal structured learning for a long time. They may have 'forgotten' some subject content and skills.
- No opportunity for staff to visit feeder schools.
- Pupils haven't visited the school/setting so may have anxieties about e.g. getting lost, where to get help or how to order food in the canteen.
- Early years children have been at home, some of them in extremely complex situations.

IDEAS & STRATEGIES

EARLY YEARS

- Remember the 5 Cs – child-centred, consistency, collaboration, culture and communication.
- Consider how the look and feel of your playroom/classroom/outdoor spaces can help children make links with home.
- Create a virtual tour of your setting filmed at child height.

PRIMARY/SECONDARY

- Make sure that parents have good quality up to date information to help them plan with their child for transition. Provide opportunities for learners and parents/carers to submit questions through both private and public forums.
- Have a frequently asked questions (FAQs) on your website.
- Y6-7 bridging tasks or tasks to complete over the summer.
- Hold an open evening for pupils and parents/carers so they can look round the school and ask questions. A day before the school term starts may be feasible. A 'virtual' tour of the school could also be filmed and put onto your school website.
- Provide a list of key staff and their roles to parents/carers and pupils along with their contact details.
- Pupils would really like to know who their main tutor is going to be, so if possible let them know this. Some contact from the tutor to the pupil would be helpful e.g. a welcome paragraph and photograph. You could also do a video podcast and upload it to the school website for pupils to view at home. Anything which has the 'personal touch' will be welcomed.
- Make sure your school website is up to date. Surveys during lockdown have shown that most parents/carers are accessing the internet through their phones, so check your website is mobile phone friendly i.e. it doesn't 'chop off' important information

or buttons/tabs. However, be aware that saying 'please refer to our website' is not always helpful – people don't always read it; they don't know where to look on the website for the right information or they may not have the right technology to be able to access it. Anything really important should always be followed up with a paper copy where possible.

- As much information as possible to be sent out the pupil to help allay any fears e.g. map of the school, bullying policy; school canteen menu. A timetable would be great to send if you have it.
- Provide opportunities for learners to interact virtually in small groups with their peer group.
- Ask primary schools what sorts of activities took place during lockdown - for pupils who attended as well as what was sent home. See if they have any photographs or examples of work done during this time that they can share with you.
- Ask pupils if they have done any 'work' at home to also bring that in on the first day. This could be art work or stories they have written. They could perhaps select one piece which represents them/their best piece and this could be used for a classroom display. It is important not to ask them to produce vast quantities of extra work though and also bear in mind 'Poverty Proofing' that not every pupil will have the resources at home to complete what you set.
- You could ask pupils to keep their old exercise books and bring them in on the first day in September. Many may be in the process of having a clear out and may be throwing them away. Ask primary schools to send up and exercise books they still have e.g. in the core subjects.
- Add in 'memory' tasks and activities into lessons to help pupils remember work done in Year 6.
- Ask Year 6 teachers for their schemes of work so you can see what was covered and what was planned to be covered. You may need to take a step backwards and set some primary work before you can start with Year 7 work.
- Send home some pre-teaching activities such as 'here is the weblink to a film version of the novel we will be studying in English'. Some schools have set up virtual classes through 'Google Classroom.' Find fresh approaches to revisit learning which is not repeating what Year 6 pupils have experienced in lockdown.
- Be clear about what marking and self-evaluation approaches have been used in the primary school and either utilise this or explain differences to the new Y7 pupils.
- Explain clearly that homework is about practising their learning, and undertaking research, building on their independent learning skills in COVID-19.
- If possible allocate some individual time to each pupil or small groups of pupils to get to know how they have been learning during the COVID -19 period
- Encourage Year 6s to bring along a portfolio of achievements during COVID to share with their tutor.
- Universities run a range of free summer schools for Year 10, 11 or more usually Year 12 students. These are often targeted at FSM students to encourage wider participation although some are open to any student. This year many are running virtually with online webinars, so it doesn't matter how far away the university is from North Lincs. Some examples include: Christ's College Cambridge LPN Summer School | Christs College Cambridge and the National Access Summer School at Birmingham

University https://www.birmingham.ac.uk/teachers/year-12/pathways-to-birmingham/national-access-summer-school.aspx

EARLY YEARS

- See the **EYFS Transition Toolkit**. This is intended as a starting point to assist you with planning transition for early years children from pre-school (including nurseries and childminders) to the reception year, particularly
    - ensuring that early years children and staff are provided with as much support as possible for their emotional well-being and mental health
    - providing additional support to help children already impacted by the additional disadvantage created by COVID-19 are identified and provided with additional support
    - supporting children with SEND to effectively transition
- Professional Association for Childcare and Early Years (PACEY). Toolkit to support school readiness - Preparing your child for starting school https://www.pacey.org.uk/parents/toolkit/
- 'The pandemic's effect on the mental health and wellbeing of the under 5s in early years settings'. **Anna Freud Centre** https://www.annafreud.org/media/13407/the-pandemics-effect-on-under-5s.pdf
- 'Transitioning to nursery or reception after lockdown' podcast https://www.annafreud.org/coronavirus-support/support-for-early-years/

PRIMARY/SECONDARY

- The Children's Commissioner for England 'Guide for Children Returning to School after Lockdown' (also available in other languages – see EAL section) https://www.childrenscommissioner.gov.uk/report/going-back-to-school-guide/
- Fortnightly HT 'Teams' meeting to discuss & exchange best practice & ideas.
- Signpost parents to the council's dedicated school transition webpages - Downloadable parent and child leaflets North Lincolnshire Council | Apply for a school place in North Lincolnshire (northlincs.gov.uk)
    Videos – parents, children and for moving onto college North Lincolnshire Council | Moving Up (northlincs.gov.uk)
- Photograph the school site. This school is an interesting example of what can be done using 360 photography https://beaconacademy.co.uk/year-6-intake/transition-2020/ and this has a school tour video quiz booklet http://saltley.academy/year-6-to-year-7-transition-2021/
- Her is a good transition videos https://www.shevingtonhigh.org.uk/year-7-transition/
- You could send each Year 6 a postcard. 'Instantprint' in Rotherham do cheap postcards in bulk to your design already stamped. E-mail **office@instantprint.co.uk** if you are interested.
- Maths – The NECTM (National Centre for Excellence in the Teaching of Mathematics) advise focusing on number as the most important aspect and their 'Ready to Progress criteria' is helpful in identifying next steps in learning. Exemplification of ready-to-progress criteria | NCETM
- Use questionnaires to capture pupils, parents and staff concerns on transition. **See example Y6-Y7 questionnaires.**

- Liaise between schools to see which strategies are being planned. **See example Year 6-Y7 questionnaires.**
- Summer holiday STEM Support packages for Year 6 for identified disadvantaged pupils. Run in partnership with UKSTEM, 3 exciting projects will be delivered through the holiday period with STEM tutor support provided. More details to follow.
- National Citizenship Scheme Years 11 & 12. This has been extended to Year 12 this year as the scheme did not run as planned last year. This is a summer programme run in two programme blocks of 3 weeks. The offer includes a residential stay and a social action project in students' own area. The cost is £50 but support will be offered if there are financial barriers.
- See **Post 16 Benchmarking Exercise.**

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EYFS Transition Toolkit

The usual transition plans for pre-school children have been disrupted. These children will still be moving up to YR in September but they will undoubtedly be less well prepared than they would have been. No one can predict how this will be affecting children now and will continue to do into the longer term. What is clear though is that there will need to be a far longer period of transition for both children and staff and parents before 'normal' service can be resumed. The first few weeks will not be 'normal' for anyone.

This Toolkit is intended as a starting point to assist you with planning transition for early years children from pre-school (including nurseries and childminders) to the reception year, particularly

- ensuring that early years children and staff are provided with as much support as possible for their emotional well-being and mental health
- providing additional support to help children already impacted by the additional disadvantage created by COVID-19 are identified and provided with additional support
- supporting children with SEND to effectively transition

Please consider the content of the Toolkit in the context of your school. There may be issues, particular to the context of your school, which may not have been covered by this document so please make adjustments and additions where necessary.

Effective transition within the EYFS should be based upon the **statutory underpinning principles:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways** and at **different rates**.

This should be used alongside Government guidance and the LA guidance around re-opening of school provision.

The Unique Child - Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured	
Current issues	
Some children may not been in pre-school provision or may have accessed provision for a shorter period of time, making discussions about current needs more challenging	
Meetings to discuss and review plans may have been postponed or may not be as informed by the child's pre-school provider as in usual times	
Children will need time to reflect on the COVID-19 experiences of all, celebrate successes, resolve any anxieties and adjust to the structure and systems of the reception environment	
We don't know what children's experiences have actually been like during lockdown. They may be very different emotionally now.	
Some children will not have attended a setting for as long as other and will not be used to being away from home.	

Commitments – what success will look like	

- The **individual needs** of children, and their families, are central to any transition between one setting and another or within one setting.
- **Statutory information** required by the EYFS is gained
- There is an understanding that children **respond differently** to transition: e.g. some children and their parents will find transition times stressful while others will enjoy the experience.
- Transition takes into account the child's wider **family and home experiences.**
- The **voice of the child** is taken into account
- **Individual statutory, health and care** plans in relation to safeguarding (CP/ CIN plan), SEND (EHCP, Outcome plan), medical or health need (care plan) are fully communicated and understood. For children with SEND this reflects paragraph 5.47 of the SEND code of practice.
- **Other professionals** involved in with a child and family are involved in discussions about transition

What this may look like in practice	**Comments / review**
- Consider how you will gain and record **statutory and significant information** about children to inform transition e.g. via and 'All about me' booklet or the SEND passport. - Provide time for **observing and listening to children** throughout the transition process, including acknowledging their worries and experiences and celebrations of the prolonged period at home. This is likely to be different for different children. - Ensure staff are aware of **how different children may respond to feelings of uncertainty around transition** and that this may be exaggerated due to the longer period of being at home e.g. separation anxiety, clinging behaviour, regression. - Resources to support children to understand COVID – 19 can help, such as books and posters, can be found here. - Ensure all staff are **consistent** in providing a response to this which is based on an acknowledgement of children's behaviour being communication	

- Find out the **different transitions** a child experiences within day example involving a childminder or out of school provision. Ensure that communication is effective, particularly in relation to children's personal, social and emotional development.
- Ensure children are aware of the **organisation of their day**, particularly if this changes day to day.
- Ask the pre-school / nursery / childminder for their views on who may need **extra support with transition**, for many different reasons. Be mindful that children will have had varied experiences during lockdown and it is the most vulnerable who are more likely to have been in a setting. Some children will be perfectly happy whereas others may need a longer period of adjustment to get into new routines.
- Make sure that setting **SENDCos** have contact details for the receiving school SENDCo and pass on relevant information for specific children.
- Arrange and access any training necessary to ensure the safety of individual children (e.g. medication administration, monitoring of health conditions).
- Ensure **information from other professionals** working with the child and family is communicated to the reception teacher and SENDco.
- Have a **frequently asked questions** section on your website or social media pages.
- Ensure systems for sharing, recording and storing **confidential information** are secure. Where email is being used this needs to be a secure email address so that information is being transferred remains confidential.

Positive Relationships Children learn to be strong and independent through **positive relationships**
Current issues
Parents and the child's key person / class teacher may not been able to meet in person
Transition meetings have not been able to go ahead as usual
Home visits may not be able to take place in the usual way
Reception staff may not have been able to visit children in their pre-school provision.
Relationships may have been disrupted by the availability of staff (e.g. a child's key person and / or buddy may have been absent due to COVID-19)
Commitments - what success will look like

- **Parents and families** are key partners in transition and are informed in advance about what will happen
- **Relationships** are central to EYFS practice. All children have an allocated **key person** in the class who provides a secondary attachment figure for children in reception.
- Parents are provided with **key information** about transition including the statutory information required in the EYFS framework.

What this may look like in practice	Comments / review
Involve parents at transition times, valuing what they say. - An **allocated key person** (who may be any member of staff in the class) supports each individual child to become familiar with the reception class, developing a settled, close relationship and helping the child to feel **emotionally safe and secure**. This is particularly important for children who are vulnerable or who have additional needs. - Ensure that **key adults** in the class (including lunch time staff) are as **consistent** as possible and minimise changes wherever possible. - Prepare children for times when their key adults are not available to them and **introduce them to other adults** (e.g. working with smaller groups or covering PPA). Ensure that wherever possible **alternative adults are consistent and familiar to the children.** - Some children may be struggling with issues which arose during lockdown, such as experiencing loss or separation form a parent/carer or domestic abuse. Be vigilant and be ready to **address any worries or concerns** which may arise. Make space and time for them to **discuss their experiences and to express this in their play** and ensure staff are available to support children during the transition time, including about their experiences being at home. **Discuss with parents** how children have been at home and how they may have supported children to **manage any worries.** - Be **flexible in terms of expectations** and allow time for children to adjust to being with other children and adults. - Make reference to **children's experience of being at nursery / pre-school / childminder** to support the continuation through the EYFS. Consider how to facilitate **saying goodbye** if this hasn't happened (e.g. sending messages, photos, arranging a visit from a member of nursery / pre-school staff or childminder). Children may be worried about adults and other children they saw several months ago. - If parents have concerns then it may be useful to signpost them to the following resources: Children Centres, Local Offer Website, and CAMHS resources. Educational Psychology and Specialist Teachers are also available to support in the first few weeks of term.	

- Consider using some of the older pupils to be buddies to help new reception pupils settle in. As children settle in some of the more confident children can support the others, particularly at specific times such as coming in the morning or at lunch time.
- Introduce new pupils to the **routines, behaviour rules and expectations** consistently whilst acknowledging that will need time to adjust and for many it will have been a long time that they have had to use setting protocols, keeping to a time schedule and sharing activities with others. Provide a **high level of praise and encouragement**.
- **Feed back to parents** how well the children are settling in, and on their early progress. Parents or settings may be able to support with strategies/ideas if it is not going well for some children.
- Consider having a **staggered opening** to allow children to transition more gradually. Plan **settling in sessions** or play sessions with parents where children get to know staff.
- Provide a **welcome letter and photographs or videos** of staff introducing themselves and their roles to children before they meet (including support staff and lunch time staff). . ('Instantprint' in Rotherham do cheap postcards in bulk to your design already stamped. E-mail **office@instantprint.co.uk** if you are interested. You could also do a video podcast and upload it to the school website for children to view at home. Anything which has the 'personal touch' will be welcomed).
- Make sure that parents/carers have **contact details for the class teacher / child's key person** and know that they can discuss any concerns with a staff member. Hold meetings with parents early into the term, particularly for vulnerable children to review transition.
- Make sure your **school website is up to date**. Surveys during lockdown have shown that most parents/carers are accessing the internet through their phones, so check your website is mobile phone friendly i.e. it doesn't 'chop off' important information or buttons/tabs. However, be aware that saying 'please refer to our website' is not always helpful – people don't always read it; they don't know where to look on the website for the right information or they may not have the right technology to be able to access it. Anything really important should always be followed up with a paper copy where possible.
- As **much information as possible to be sent out the parents** so that they can help prepare their child for starting school.
- Share some '**top tips'** with parents for **getting ready for reception**. The guide to the EYFS can be found here.

Enabling Environments
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
Current issues
Children may not be able to visit their new provision as usual and therefore they will not be familiar with the school, layout and atmosphere
The environment needs to adhere to current Government health and hygiene guidance in relation to COVID - 19
Commitments - what success will look like
- Children are supported to **familiarise themselves** with the physical environment in the reception class and wider school   - Expectations about the **safe and effective use** of the environment are established during the transition period   - Children are able to develop a **sense of belonging** to support transition and beyond   - The environment is **accessible** to all children transitioning into the reception class

What this may look like in practice	*Comments / review*
- Recognise that children who haven't visited the school may have **anxieties about starting**, many of which are related to the **physical environment and organisation** e.g. getting lost, going to the toilet, being on the 'big yard', where to get help or where to eat their lunch etc. **Invite children and parents to visit** the reception class and / or provide **virtual tours** using photographs or video. Include indoors and outdoors and other areas such as toilets and the lunch hall. You may wish to use a social story. - Take into account that **children's experiences will be different** if they are transitioning from a nursery / pre-school unit on site or further afield. Children's **friendship groups** and familiarity with the building and staff will be different. - Plan **extra time for settling in**, separating from parents / carers and becoming used to the new environment (children, adults, layout, and resources) and expectations. **Risk assess** the environment and taking into account the individual needs of the children transitioning, including those with SEND. - Ensure that staff are aware of any **adaptations** that are necessary to meet the individual needs of children, these are readily available and staff understand how to use. Be clear about levels of **differentiation or adaptions** that have been needed in the past to accommodate different children. - As part of the settling in curriculum ensure staff spend time supporting child initiated play and supporting children to **select, use and return resources, encouraging** all children to be **active participants in their own learning** from the beginning. - Provide **simple choices** to support children's sense of control.	

• Consider individual **transitions that children may make during the day** such as coming into class in the morning, moving between rooms or adult led activities and play, indoors and outdoors and at lunch time. Ensure these are **consistent and predictable.** Support **routines and transitions** by using visual timetables, use of objects of reference and reminders, particularly for children with SEND. • Recognise that some children will find comfort in **transitional objects** (such as a toy, book or object) that they can bring from home, particularly after such a different experience and long time at home. Be respectful of this and give thought to how this can be managed (e.g. providing a safe place for these to be kept, cleaning – see below). • Provide children with their **own space** (e.g. in the cloakroom, tray) where they can keep their things • Ensure there are **spaces for children to retreat** to if needed to support their emotional regulation.	

Learning and Development **Children develop and learn in different ways** and at **different rates**	
Current issues	
Children's assessment information may not be up to date due to possible time away from the provision. Children who have been attending provision may not have been with their usual key person. Opportunities to discuss children's individual needs, learning and development may not have taken place with pre-school provision. Some children will have had a vast range of learning experiences during cOVID-19 and other will not have. The unusual situation is likely to have impacted on the learning and development of all children, including those who have been in provision.	
Commitments - what success will look like	*Comments / review*
• Reception **builds upon the learning** that has taken place during the previous EYFS provision to ensure progression across all areas of learning. • Effective use is made of **assessment information**, including that from previous EYFS settings, home and other professionals, recognising that this may be limited by the COVID – 19 situation. • Information about **children's individual stages of learning and development,** including their **interests** and **how they learn**, are used as a starting point for planning the curriculum. • Children's **individual needs, learning styles and interests** inform learning • Children's **experiences during COVID – 19** are taken into account when planning the curriculum	
What this look like in practice	
• Celebrate **learning experiences that have taken place at home** with parents / carers. Ask parents to allow their children to bring an example of something they have made, drawn or created at home to share with the teacher during their settling in period.	

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- Ask the parent and setting **about what sorts of activities took place** at home.   Ensure that any observations, photographs or examples of work (e.g. drawings, mark making) done during this time that they can share with you to celebrate this time.
- Ask **parents about their views of their child's progress** whilst they have been playing and learning at home and what they have **particularly enjoyed**. This can provide a basis for talking about the experience.
- Make use of the **'what to expect when'** **document or** similar to support discussion with parents.
- Recognise that there will be **a vast range of learning experiences** during COVID-19 – some children will have had many experiences and other will not have.
- Ensure that **information from previous EYFS settings** that children have attended used to support transition and plan learning. This can give information about children's **interests, personalities and how they learn (characteristics of learning)** even though they may not have been in the setting for a while and can help discussions with parents.
- Ask parents to tell you **how they think their child learns best** – you could send them a short online quiz to test this out e.g. 'My child learns best when there are pictures'; 'My child learns best when they can work with a partner'; 'My child learns best when they are only given one task at a time'; My child learns best when they are active' etc.
- Ask for a copy of the child's **statutory EYFS assessment at age 2** and information about whether a child was in receipt of **2 year EEF or EYPP** to encourage access to pupil premium during reception.
- Ensure that **EHC plans and outcome plans** for children with SEND are shared and discussed with the previous setting and parents as necessary.
- Check with setting staff which approaches have been most successful with children with additional needs
- Give priority to the **prime areas** during transition – **PSED, Communication and Language and Physical Development** so children regain a sense of belonging, form relationships and develop an understanding of expectations and routines.
- Spend time **observing children** during their play as well as noting their response to adult led activities. Recognise that **play** provides an opportunity for children to explore and work through any worries they may have. This is particularly important for children who are less likely or less able to express these verbally.
- Make a list of any **particular phrases or terms** you use in school for parents so that they can understand these.

MOVING TO SECONDARY SCHOOL

YEAR 6 PUPIL QUESTIONNAIRE

We would like to ask you some questions about any concerns or worries you may have about moving to your new secondary school so that your new school can put plans in place to help you.

First, please tell us whether you have close relatives who are already at secondary school, or who have been there recently (such as brothers, sisters, step-brothers/sisters or cousins), by answering the following 3 statements with a tick in the appropriate box. Only put one tick per statement.

STATEMENTS	Yes	No
1. I have got close relatives at secondary school now.		
2. I did have close relatives at secondary school but they have recently left (*in the last 3 years*).		
3. I did have close relatives at secondary school, but they have left now (*more than 3 years ago*).		

Secondly, read the 20 statements below and then put a tick in the box to show how you currently feel about each one. Only put one tick per statement.

A tick in 1 would mean you don't feel worried at all, 5 would show you are ok with it and a tick in 10 would mean you were very worried or anxious about it.

I am not at all worried about it ⟶ I am extremely worried about it

STATEMENTS	1	2	3	4	5	6	7	8	9	10
1. Making new friends.										
2. Being bullied.										
3. PE.										
4. Remembering equipment.										
5. Size of school.										
6. Older children.										
7. Getting to school.										
8. What to do if you are feeling ill.										
9. Being told off or getting into trouble.										
10. Having lots of different teachers.										
11. Homework.										
12. Being able to do the work.										
13. Lots of people.										
14. Losing old friends.										
15. Following a timetable.										
16. Dinner times.										
17. Break time.										
18. Getting lost.										
19. Teachers not knowing you.										
20. Having the wrong uniform.										

Please write in the box below anything else you are worried about so that we can include it in next year's questionnaire.

MOVING TO SECONDARY SCHOOL

YEAR 6 PARENT/CARER

QUESTIONNAIRE

We would like to ask you some questions about any concerns or worries you may have about your child moving to their new secondary school, so that their new school can put plans in place to help you.

First, please indicate whether you have already been through the transition from primary to secondary process in the past by answering the following 3 statements with a tick in the appropriate box. Only put _one_ tick per statement. _Close relatives are defined as the child's brothers, sisters, step-brothers/sisters or cousins._

STATEMENTS	Yes	No
1. My child has got close relatives at secondary school now.		
2. My child did have close relatives at secondary school but they have recently left (_in the last 3 years_).		
3. My child did have close relatives at secondary school, but they have left now (_more than 3 years ago_).		

Secondly, read the 20 statements below and then put a tick in the box to show how you currently feel about each one. Only put _one_ tick per statement.
A tick in 1 would mean you don't feel worried at all, 5 would show you are ok with it and a tick in 10 would mean you were very worried or anxious about it.

STATEMENTS	I am not at all worried about it → I am extremely worried about it									
	1	2	3	4	5	6	7	8	9	10
1. Making new friends.										
2. Being bullied.										
3. PE.										
4. Remembering equipment.										
5. Size of school.										
6. Older children.										
7. Getting to school.										
8. What to do if they are feeling ill.										
9. Being told off or getting into trouble.										
10. Having lots of different teachers.										
11. Homework.										
12. Being able to do the work.										
13. Lots of people.										
14. Losing old friends.										
15. Following a timetable.										
16. Dinner times.										
17. Break time.										
18. Getting lost.										
19. Teachers not knowing them.										
20. Having the wrong uniform.										

Please write in the box below anything else you are worried about so that we can include it in next year's questionnaire.

MOVING TO SECONDARY SCHOOL

YEAR 6 TEACHER - CLASS QUESTIONNAIRE

We would like to ask you some questions about any concerns or worries you may have about pupils in your class moving to their new secondary school, so that their new school can put plans in place to help them.

Please complete the following form for all the pupils in your class by answering the following question: **Do you expect this pupil to settle in well at secondary school?**
Answer by giving a score out of 5 for each column as follows:
1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree

Then add up the 4 scores for each pupil. A score of 12 or less represents the bottom 10% of pupils. Children scoring 12 or less may therefore need extra monitoring to check how they settle in to secondary school.

NAME OF PUPIL	Academi cally	Socially with peers	Socially with staff	To the new routine	Total score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					

Please write in the box below anything else you are worried about.

MOVING TO SECONDARY SCHOOL

YEAR 6 TEACHER - STRATEGIES QUESTIONNAIRE

We would like to ask you some questions about the strategies you use to prepare your Year 6 class(es) for moving to their new secondary school.

Please look at each transition strategy below and then put a tick in the box to show whether or not you used it in your school this year. Only put one tick per statement.

TRANSITION STRATEGY	Yes	No	A bit
1. Accompanying children on visits to secondary schools in school time.			
2. PSHCE programmes tailored towards transition issues e.g. teaching key skills such as using timetables.			
3. Class discussions about transition issues/worries e.g. during discussion time at the start/end of the day.			
4. An increase in homework in Year 6, reflecting secondary school homework demands.			
5. Changes to Year 6 timetables to reflect secondary school timetables e.g. multiple subject specific teachers.			
6. Additional responsibilities given to pupils in Year e.g. monitor duties.			
7. Assemblies for Year 6 pupils about the secondary move e.g. addressing pupils' concerns about transition.			
8. Bridging unit with the secondary e.g. writing topic or same reading book.			
9. Teacher exchange e.g. Year 6 and 7 teachers swapping classes.			
10. Moderation of work together with Year 7 teachers.			
11. Year 6 and Year 7 curriculum maps exchanged.			
12. Meeting with the secondary pastoral lead to discuss specific pupils and sharing any behaviour plans.			
13. Meeting with the secondary SENCo or others to discuss specific pupils and sharing IEPs/EHCPs.			
14. Information given to Year 6 parents explaining the transition process and how to support their child.			
15. Joint events e.g. sporting or arts participation.			
16. Year 7 pupils visited primary to talk to Year 6 about transition.			
17. Information given to Year 6 pupils from Year 7 pupils e.g. a welcome booklet or blog.			
18. Year 7 teachers and other key staff visit Year 6 to talk through their roles and the transition process.			

Please write in the box below any other transition strategies you have used this year, or in the past.

MOVING FROM PRIMARY SCHOOL

YEAR 7 TEACHER - STRATEGIES QUESTIONNAIRE

We would like to ask you some questions about the strategies you use to support your Year 7 class(es) when moving from their primary school.

Please look at each transition strategy below and then put a tick in the box to show whether or not you used it in your school this year. Only put one tick per statement.

TRANSITION STRATEGY	Yes	No	A bit
1. Visiting children at primary school.			
2. PSHCE programmes tailored towards transition issues e.g. teaching key skills such as using timetables.			
3. Class discussions about transition issues/worries e.g. during discussion time at the start/end of the day.			
4. A gradual increase in homework in Year 7, initially reflecting primary school homework demands.			
5. Reducing Year 7 timetables for vulnerable groups so that they don't have multiple subject specific teachers.			
6. Older pupils given responsibility for welcoming / supporting Y7 pupils.			
7. Assemblies for Year 7 pupils about the move e.g. addressing pupils' concerns / worries.			
8. Bridging unit with the primary e.g. writing topic or same reading book.			
9. Teacher exchange e.g. Year 6 and 7 teachers swapping classes.			
10. Moderation of work together with Year 6 teachers.			
11. Year 6 and Year 7 curriculum maps exchanged.			
12. Meeting with the primary pastoral lead to discuss specific pupils and sharing any behaviour plans.			
13. Meeting with the primary SENCo or others to discuss specific pupils and sharing IEPs/EHCPs.			
14. Information given to new parents explaining expectations / differences from primary school and how to support their child.			
15. Joint events with primary e.g. sporting or arts participation.			
16. Year 7 pupils visited primary to talk to Year 6 about transition.			
17. Information given to Year 6 pupils from Year 7 pupils e.g. a welcome booklet or blog.			
18. Year 7 teachers and other key staff visit Year 6 to talk through their roles and the transition process.			

Please write in the box below any other transition strategies you have used this year, or in the past.

Post – 16 Benchmarking Exercise

How well do we collaborate with a diverse range of partners to meet the needs of all young people?

How well do we involve young people, parents/carers in the Post-16 process?

How well are we informing young people about the range of Post – 16 options

How well do we enable practitioners to access Post - 16 information?

How innovative are we in designing the Senior Phase offer to include Post - 16 pathways

How well do we maximise the opportunities available from the wide range of Post - 16 options?

How formalised are our partnerships in working toward a shared Post – 16 vision

How do our plans address equalities issues?

5 for confident, 1 for less confident

Education Scotland
Foghlam Alba