

Transition Policy

Key Stage 2 to Key Stage 3



Rochdale Transition Policy

- The Rochdale Transition Policy was devised by a Transition Working Group with representation from Primary Schools, Secondary Schools, Local Authority officers and relevant agencies within the borough.
- The remit of the group was to construct a policy covering all relevant aspects of transition from Key Stage 2 to Key Stage 3 and which would have real and informed buy-in from all stake-holders.
- Audience for this policy:
 - Teachers and senior leaders in all Rochdale Primary schools.
 - Teachers and senior leaders in all Rochdale Secondary schools.
 - Pupils in Years 5, 6 and 7 in all Rochdale schools.
 - Parents and carers of all Rochdale pupils.
 - All agencies involved in Primary-to-Secondary transition.
- Contents of this policy:
 - Part 1: Statutory Requirements
The legal and statutory requirements that schools and the Local Authority have to undertake to complete for all children in their care.
 - Part 2: The Rochdale Entitlement
The things to which we believe every Rochdale pupil is entitled as they progress from Key Stage 2 to Key Stage 3.
 - 2A: Administration
 - 2B: Pastoral care
 - 2C: Pedagogy and curriculum
 - Part 3: Best Practice
Examples of the best practice that can be found in Rochdale schools around the transition from Key Stage 2 to Key Stage 3.

Part 1 Statutory Requirements and Data Transfer

1A: Statutory Requirements

- Key dates for the transition process have been agreed by RAPH and RASH.
 - Induction day for Year 6.
 - Transfer of data deadline.
- Quality information is provided to parents and carers about the transition process, including:
 - What they need to do as parents and carers.
 - What their child's Primary school will do.
 - What their child's Secondary school will do.
 - What the key dates are for each event or stage of the process.
- Parents and carers know about and understand the transition process.
- Parents and carers have convenient access to the admissions form.
- Relevant information and key dates are on each school's Virtual Learning Environment.
- The *Common Basic Data Set*, maintained for every pupil, in a school's Management Information Systems is transferred from the Primary School to the Secondary School using a Common Transfer File.
- Effective pupil-tracking to monitor progress is consistent across Key Stage 2 and Key Stage 3.
- Primary and Secondary schools have clear and effective Safeguarding and Child Protection policies and procedures which meet legal requirements.
- Schools issue Year 6 pupils with a Privacy Notice and confirmed to the Local Authority that they have done so.

Part 1

How the statutory requirements are met at [name of school]

Part 2

The Rochdale Entitlement

2A: Administration

- The Transition Policy is in place and has been agreed in partnership with key stakeholders:
 - Primary schools.
 - Secondary schools.
 - Local Authority officers.
 - Relevant agencies within the borough.
- The Transition Policy outlines the role of staff, parents and pupils in the transition process.
- The Transition Policy sets an expectation for active work between Primary schools and receiving Secondary schools.
- All stake-holders know about and understand the Transition Policy.
 - Parents and carers.
 - Pupils in Years 6 and 7.
 - Teachers and senior leaders in all schools.
 - Local Authority officers.
- There are regular meetings between Primary and Secondary school staff.
 - Senior leaders.
 - Heads of Year.
 - Subject leaders.
 - SEN co-ordinators.
 - Subject teachers.
 - Support staff.
- The transition process includes pupils in year groups other than Year 7.
- Feedback is provided to Primary schools in September of Year 7 on the effectiveness of transition arrangements and early progress of pupils.
- This feedback is sent to Primary schools before October half-term to enable review and planning to take place in Primary school settings.
- Non-teaching staff are fully involved in the transition process.
- Data is used effectively at whole-school, department and classroom levels.
- Target setting is effective and pupils' progress towards targets is monitored effectively.
- There is effective communication between schools, the Schools Service and relevant agencies within the borough (and this communication is monitored and reviewed).
- There are clear roles and responsibilities within Primary and Secondary schools that support the transition process (made explicit in job descriptions).
- Each school has an identified 'transition champion' (a named individual who has the responsibility for effective transition).
- Staff, parents and pupils are involved in evaluating the transition arrangements to secure continuous improvement.

- Non-teaching staff play a significant role in the management of the transition process (eg support staff from primary schools work with known pupils during first few days in secondary school).
- The Transition Policy and Transition Timeline are displayed on the Rochdale MBC website and included in the Admissions website.
- The Transition Policy is regularly reviewed and amended accordingly.
- The term 'Feeder School' is avoided in all documentation and presentations.
- Year 5 and Year 6 open days and activities take care to avoid giving the impression that attending such days or activities automatically entitles a pupil to consideration for a place at that Secondary School.

Part 2A

How the administration entitlement is managed at [name of school]

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Future developments planned at [name of school]

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2B: Pastoral Care

- There are open evenings for pupils and parents/carers, and pupil induction days with a clear purpose and outcome.
- There are parent and pupil guides for new entrants to Secondary schools.
- Information on social groupings within Primary schools is used to create class groups in Secondary schools where appropriate.
- Quality information is provided to parents about pastoral support and differences in the school.
- Primary and Secondary schools take account of pupils' Preferred Learning Styles.
- Primary and Secondary schools use data from the e-transition form effectively to support teaching and learning and pupil target-setting.
- All schools use assessment effectively to support learning.
 - Tracking of pupil attainment.
 - Monitoring of achievement.
 - Pupil target-setting.
- Information on vulnerable pupils is effectively communicated from Primary schools to Secondary schools (via the pink form and further verbal communication as necessary).
- There is effective communication between the Secondary school Year 7 co-ordinator and the Year 6 teacher to provide advice and guidance.
- Secondary schools' anti-bullying policy is made explicit to pupils and parents and implemented effectively.
- Specific arrangements are in place to support pupils for first half-term following transition.
- Parents and pupils are effectively briefed about transition and provided with opportunities to feed back on the reality for them.
- Pupil peer-mentoring (pre-transition and post-transition) and social support are in place.
- There are shared protocols and practice around Safeguarding and Child Protection.
- Parents and carers have an opportunity to discuss progress and transition issues with staff at their child's Secondary school early in the academic year.
- Secondary schools, in partnership with Primary schools, identify and respond to pupils with particular difficulties, needs or strengths. There are joint social events between current Year 6 and Year 7 pupils.
- Year 7 pupils visit Year 6 pupils in Primary schools to speak about transition.
- There are regular meetings and joint-CPD opportunities for support staff from, Primary and Secondary schools to work together.
- The issue of children leaving the borough at the end of Year 6 to attend non-Rochdale Secondary schools is monitored and steps taken to address this.
- There is an effective buddying/playground pal system in place in all Secondary schools.

Part 2B

How the pastoral entitlement is managed at [name of school]

Future developments planned at [name of school]

2C: Pedagogy and Curriculum

- There are cross-phase curricular events which are part of a planned programme.
- There is a two-way dialogue and discussion between Primary and Secondary schools about similarities and differences in the curriculum.
- There are joint projects and cross-phase activities including the use of nationally or locally agreed transition units or bridging units.
- 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 common understanding of what progress is expected of pupils during transition years.
- 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 and acceptance of alternative interpretations of levels of attainment.
- There is discussion of individual pupils' learning needs which supports Secondary schools' planning of intervention programmes.
- Cross-phase teaching takes place on common curriculum topics that span Year 6 and Year 7.
- There is a common language for discussing teaching and learning: use of terms such as 'learning objectives', 'plenary', 'response partner' and so on.
- There is an appreciation of the differences and similarities in Primary and Secondary schools' approach to teaching and learning.
- Differences in teaching and learning are recognised and celebrated.
- Quality information is provided to parents about teaching and classroom practice.
- Policies on teaching and learning are shared across phases.
- There are opportunities for shared lesson observations and team teaching.
- Pupils are actively prepared to meet new ways of working.
- Teachers use their skills and knowledge to support teaching in other phases.

Part 2C

How transition affects pedagogy at [name of school]

Future developments planned at [name of school]

Part 3

Best Practice

- The *What's in the Box* bridging project has run successfully at a range of Secondary Schools.
- Some Secondaries have linked transition to their *Learning to Learn* work.
- Joint moderation to ensure consistency of assessment.
- Activity days over summer holidays between Year 6 and Year 7.
- PSHCE module on Healthy Schools.
- Secondary tutors identified to deliver One-to-One Tuition in Primary and complete in Secondary.
- Year 6 One-to-One Tuition learners receive five sessions in their final term of Primary school (via Secondary tutors).
- Identified One-to-One learners receive their additional tuition sessions in the first half-term at Secondary school.
- Year 6 pupils attend summer schools run by Primary and Secondary staff.
- Pupils take part in specialist visits (ICT, Drama, Sport, Science).
- Gifted and Talented pupils take part in joint Masterclass sessions.
- There are catch-up programmes in Year 7 for Literacy and Maths.
- Secondary schools receive and build on 'curriculum maps' for Key Stage 2 from Primary schools and adapt their Year 7 curriculum accordingly.
- Joint planning of curriculum between Primary and Secondary staff.
- There is joint identification of learning needs and planning of intervention programmes.
- Teachers in each phase have detailed knowledge of respective assessment, tracking and target-setting processes in the other phase.
- Advanced Skills Teachers provide outreach support to primary schools.
- There are joint training programmes and professional development opportunities on teaching skills for Primary and Secondary teachers and support staff.
- Primary schools are supported by Specialist Secondary schools, School Improvement networks, and Training schools.
- There is a common approach to learning environments (accessibility of resources, use of display to promote learning, arrangement of furniture).
- There are teacher exchanges and secondments between primary and secondary schools.
- National expectations for sharing and reviewing of learning objectives in lessons are adopted
- Pupils develop a learning portfolio which describes them as learners and gives samples of achievement: this is shared with the secondary school and extended during Year 7.
- Pupils are empowered to proactively contribute to the transition process and are viewed as active participants, suggesting improvements and identifying barriers to successful transition.
- SEAL are embedded and the SEAL transition module is taught and delivered.
- Pupils are actively encouraged to become 'professional learners', reflecting on what and how they are learning.

- 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'.

Part 3

Examples of best transition practice at [name of school]

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June 2011

