



TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

A protocol for Iac, designated teachers and foster carers

**Barking &
Dagenham**



CONTENTS

WELCOME from the Virtual School Headteacher	5
INTRODUCTION	6
ACKNOWLEDGEMENTS	8

SECTION ONE:

DEFINITIONS OF KEY TERMINOLOGIES

1. ¹ Looked After Children (LAC)	10
1. ² Personal Education Plan (PEP)	10
1. ³ Transition (in education)	11
1. ⁴ School Designated Teachers (DT)	11
1. ⁵ Foster Carers	12

SECTION TWO:

DESIGNATED TEACHERS AND THE TRANSITION PROCESS

2. ¹ Designated Teachers' Roles and Responsibilities	14
2. ² The Process of Transferring to Secondary	15
2. ³ The Impact of Transition on Attainment	21

SECTION THREE:

FOSTER CARERS

3. ¹ Transition: Timeline for Foster carers	26
3. ² Establishing Homework Routine	31
3. ³ What to do when children face challenges	32

SECTION FOUR:

A PUPIL ACTIVITY BOOKLET

4. ¹ Activity one: Who Am I?	34
4. ² Activity two: Finding your Route to School	35
4. ³ Activity three: Complete your Daily Timetable	39
4. ⁴ Activity four: How you Feel about Joining a Secondary School	40

SECTION FIVE:

EXAMPLES OF GOOD PRACTICE	42
---------------------------	----

APPENDIX: Tips for Year 7 Pupils	44
REFERENCES	47



WELCOME

FROM THE VIRTUAL SCHOOL HEADTEACHER

Welcome to the LBBD Virtual School Transition Guide. It includes sections for the Designated Teacher, Social Worker, Foster carer and student. It has been researched and written by Jean Mayala, who is a PEP Champion with responsibility for transition and Jess King who is our post 16 engagement lead.. It was looked at by 'Skittlz' who are our Children in care Council, who made some suggestions which we incorporated in the final version.

By creating this document, we hope to support the successful transition of our Looked after Children into the next phase of their education. We have made this a priority as research clearly shows that any transition can cause stress to young people and particularly those who are Looked After.

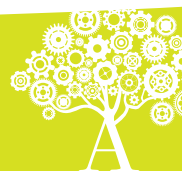
Please use the booklet to support your work, the section for the young people can be copied and given to them to do at home.

If you have any feedback or suggestions about this booklet we would be very pleased to hear from you. Please email adminsupport@lbbd.gov.uk

Finally, a big thank you to you all for the work you do in supporting our young people and to the young people themselves for all their hard work in trying to achieve their best in education.

JANET CASSFORD

Virtual Headteacher
London Borough Barking and Dagenham



INTRODUCTION

There are several different transitions that UK pupils go through before they leave education to embrace the world of work or training for work. The first move between education settings starts with the transfer from nursery to reception. The second move takes place between reception and year 1. The third move is the first one between key stages, that is, between key stage 1 (year 1 and 2) and key stage 2 (year 3 to year 6). Then comes the big move between key stage 2 and key stage 3 (year 7 to year 9). Generally, the move between key stage 3 and key stage 4 (year 10 and 11) takes place within the same school setting and said to be less stressful. And finally, at the end of key stage 4, pupils have the option of either continuing into the sixth form, moving to a college or joining the world of work.

In this protocol, the focus is on the transfer between primary and secondary because it is considered to be one of the big moves for both parents and children alike. More specifically, the focus in this handbook is on how such transfer affects children who are in care.

Transition from primary to secondary can be a very stressful period for pupils as well as for parents or carers. Pupils worry about all sorts of issues, from 'getting lost' to 'being bullied', from 'forgetting their homework' to 'not understanding lessons'. However, if pupils are positively supported and appropriately guided, then such a transition should be manageable and stress free.

This protocol attempts to offer support and guidance to children's designated teachers in schools, to carers as well as to the children themselves. There has been no attempt in this handbook either to cover every aspect of transition or to offer solutions to all possible issues raised in this handbook.

The protocol is divided into **FIVE MAIN SECTIONS:**

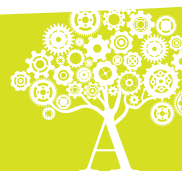
SECTION ONE offers definitions of the key terminologies within the context of the handbook

SECTION TWO describes the roles and responsibilities of designated teachers in the process of transferring to secondary

SECTION THREE focuses on the roles and responsibilities of foster carers

SECTION FOUR gives looked after children the opportunity to express views on transition through some practical activities,

SECTION FIVE outlines some of the good practice that can make transition a smooth and stress-free transfer





ACKNOWLEDGEMENTS

The initiative to write this handbook rests with the Virtual School in the London Borough of Barking and Dagenham. The author is very grateful for being given the opportunity to research and produce a document that would be of some use to the work carried out by the Virtual School in schools across the country.

Special thanks to the headteacher of the Virtual School, Ms Janet Cassford, for making the writing of this protocol a priority as well as one of the key objectives for the Virtual School.

The author would also like to thank all the looked after children who have offered openly and willingly their views about their learning, their hopes and fears about transition to secondary, as reflected in many aspects of the protocol.

And finally, the author is very grateful to all his Virtual School colleagues for their comments and observations on the overall organisation of the protocol booklet.

I would like to specifically mention Jessica King for her contribution to the Post 16 transition, as an example of good practice.

JEAN MAYALA



DEFINITIONS OF KEY
TERMINOLOGIES

SECTION one

SECTION ONE: DEFINITIONS OF KEY TERMINOLOGIES

1. LOOKED AFTER CHILDREN [LAC]

- Are no longer living with their birth parents, but may see them by arrangement
- May display emotional/attachment distress due to separation from relatives
- Must be prioritised for school admission and support
- Have individual academic and social targets which must be monitored regularly
- Are likely to be included in most focus groups to improve their attainment
- Have a Personal Education Plan in place which is reviewed at least three times a year

2. PERSONAL EDUCATION PLAN [PEP]

The Personal Education Plan, which is often referred to as ‘the PEP meeting’, is an integral part of the looked after child’s care plan. It should:

- be a ‘living, evolving, comprehensive and enduring record of the child’s experience, progress and achievements’ (DfE 2014:15)
- offer personalised learning to the looked after child
- set high quality expectations of rapid progress and put in place the additional support the child or young person needs in order to succeed’, DCSF (2009:15)
- give child’s personal details such as names, age, school history, care status, statement of special education needs (if applicable), child’s carers as well as the other key people involved in the child’s life
- outline detailed records of the child’s academic, social, health and emotional targets. Those targets must be SMART (Specific, measurable, achievable, relevant, time-based) targets
- include effective intervention strategies or personalised catch-up support to address the identified targets as well as the implementation of relevant actions taken during the review meetings
- be reviewed three times over the academic year: a review of targets is essential as it provides evidence that the child is consistently working at or beyond the expected standard

- explain the use of the Pupil Premium Plus: schools receive extra funding from the Virtual School to allow them to organise additional support for looked after children
- give the child a voice: the PEP process must involve the children and give them the opportunity to express their views and opinions about all aspects of their lives: academic, social, health and emotional.
- Outline any details regarding transitions between educational settings, which is particularly important when transitioning between school and college so help the new education setting make an informed start to the year

3. TRANSITION [IN EDUCATION]

Is a process through which:

- A child moves from nursery to reception
- A reception pupil is transferred to year 1 in a primary school (KS1)
- A young person makes a mid-way move from year 2 (KS1) to year 3 (KS2)
- A pupil makes a big move from year 6 (KS2) to secondary school (KS3)
- A pupil makes a mid-way move from year 9 (KS3) to year 10 (KS4) where their GCSE public exams officially begin
- A pupil in KS4 (year 11) moves to College, training or employment

4. DESIGNATED TEACHERS

- Are teachers appointed to oversee the educational attainment of Looked After Children
- Coordinate the work tailored to the individual looked after child and their attainment in schools. Activities may include 1:1 support; focus groups; small group work; out-of-school learning activities; etc.
- Collect relevant information about the additional needs (i.e. behaviour) and their impact on learning for looked after children
- Liaise with other professionals (teachers, social worker, carer, Virtual School, Independent Review Officers) to address the specific needs of the looked after children in school
- Provide supportive evidence on the impact of learning and progress in relation to the additional funding received on behalf of looked after children
- Liaise with classroom teachers to check on the young person academic progress, particularly for KS4
- Attend the PEP meetings, complete PEP paperwork and college young person's educational views



5.FOSTER CARERS

- Have a contract with the Local Authority and a court authorisation to take care of looked after children and ensure their welfare
- As a parent of a looked after child, make sure the child is well accommodated, regularly fed, nicely clothed and kept safe at all times
- Stay in constant contact with schools to monitor the child's education
- Supervise the child's homework and support their attainment
- Have a duty to meet the social and emotional needs of the child under their care
- Keep regular contacts with the social worker and report any issue faced by the child





DESIGNATED TEACHERS AND THE TRANSITION PROCESS

SECTION two

SECTION TWO: DESIGNATED TEACHERS AND THE TRANSITION PROCESS

2. 1. DT ROLES AND RESPONSIBILITIES

The designated teachers in schools are appointed to carry out an important role and take on huge responsibilities (see full description in DCSF 2009), in addition to teaching:

Oversee the Personal Education Plan

- Carry out assessments to identify children's prior learning experiences which allow them to determine each pupil's learning needs
- Work collaboratively with class/subject teacher to identify the child's learning needs and help to develop child's personal learning plan
- Support the work of subject/class teachers to set appropriate targets and devise relevant learning activities to address the identified needs

Monitor the learning of the child

- Have systems in place to monitor regularly the academic progress of the child
- Give opportunity to the child to express their views and attitude to learning
- Work together with the child to help them set SMART targets.
- Ensure that the work is tailored to the individual child and that the focus is on meeting the children's learning needs

Offer support for the child's emotional and behaviour development

- Gather relevant information on the child's behaviour and/or emotional needs and consider their implication for learning
- If behaviour is a problem, keep regular records in order to identify any meaningful patterns in the child's behaviour
- Implement appropriate intervention strategies to tackle challenging behaviour



Monitor the learning of the child

- Have systems in place to monitor regularly the academic progress of the child
- Give opportunity to the child to express their views and attitude to learning
- Work together with the child to help them set SMART targets.
- Ensure that the work is tailored to the individual child and that the focus is on meeting the children's learning needs

Offer support for the child's emotional and behaviour development

- Gather relevant information on the child's behaviour and/or emotional needs and consider their implication for learning
- If behaviour is a problem, keep regular records in order to identify any meaningful patterns in the child's behaviour
- Implement appropriate intervention strategies to tackle challenging behaviour

2. THE PROCESS OF TRANSFERRING TO SECONDARY

Transition is concerned with changes children go through, it has therefore to be made less stressful for the children. This is what this protocol is aiming to achieve.

At every PEP meeting, looked after children are given the opportunity to express their views about school and how they learn. On the paper version of PEP, from Reception to year 5, the pupils choose between the different faces, from a very happy face to a very unhappy one, to describe how they feel about school. They then fill in the speech bubbles completing the following phrases:

In school I like

I am good at

I am happy when

I would like help with

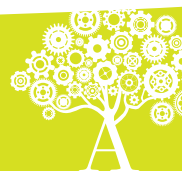
Sometimes I worry about

Things that would make me happier

However, the Year 6 pupils get different questions. They are asked to answer specific questions about their transfer to secondary school. In this way, Year 6 pupils can express their views freely, in a 1:1 situation with their trusted teachers.

We have included some Year 6 pupils' views to highlight their fears and hopes of joining a new and bigger school, but also to become aware of what year 6 pupils think about transfer to secondary, as they are the key players in the transition process.

To collect year 6 views, four questions were selected from the list of questions put to the year 6 pupils during their PEP interviews with their designated teachers. The table on the next page offers a taste of what four looked after children thought of transition. Abbreviations have been used to protect their identities.



WHAT LOOKED AFTER CHILDREN SAY ABOUT TRANSITION TO SECONDARY SCHOOL

LAC	What can you tell your new school about what helps you learn best?	What can you tell your new school about what you find easy?	What can you tell your new school about what you find difficult?	What would like your new school to do to help you work and study at school?	Is there anything in particular you would like to discuss at the PEP meeting about transferring to secondary school?
CHILD 1	To behave at school and listen, be at school every day	Speaking and football I find my 1 times table easy	Writing, Maths and listening	I don't know. Booster class	I don't know which school I am going to I do know people who are going to RC and AS
CHILD 2	Having cubes in maths helps me. I find it easier if a teacher explains really clearly to me what I need to do	I find sticking work in my book easy; I love Art and Drawing	I find Maths difficult. I find Tests difficult	They (teachers) could make sure that they explain things clearly to me	I am worried about going to secondary school because there are lots of children. Some of them are scary
CHILD 3	Teacher	Technology (hands-on) practical things	Maths	Teachers to help me	Nothing
CHILD 4	Sit next to someone who might be able to help me if I need it. Make sure that I am sitting next to people who I can chat to	I find PE easy. Maths is sometimes easy and so is Music	Maths is sometimes difficult. Grammar can be tricky, and so can English	Make sure I can sit next to someone who can help.	I sometimes worry. I worry that I might not get into my chosen school

These answers reflect the children's fears and hopes when they enter the secondary school. It would be helpful if these views were passed on to their secondary designated teachers and be taken as part of the transition process.

2 2.2. TRANSITION TO SECONDARY: CHRONOLOGY OF EVENTS

TERM	WHAT TO DO	OUTCOME
AUTUMN	PRIMARY DESIGNATED TEACHER	OUTCOME
	✓ Organising meetings to support carers in choosing a secondary school for their children ✓ Explaining the transition process while focusing on carers' apparent concerns and worries ✓ Establishing contacts with secondary DT to agree on visits dates to secondary school ✓ Informing secondary DT of PEP dates	✓ Meetings organised and list of secondary schools provided ✓ Transition process explained and carers' concerns and worried addressed ✓ Contacts established and dates of visits agreed ✓ PEP dates given to secondary DT
	SECONDARY DESIGNATED TEACHER	OUTCOME
	✓ Liaising with primary DT (1) to obtain preliminary information regarding LAC (names, schools, PEP dates) and (2) to communicate the secondary 'Open Evening' date and possible dates for individual visits to the school ✓ Agreeing with primary DT on a convenient time to go and talk to Y6 pupils regarding secondary expectations (attendance, homework, detention) ✓ Organising Y6 visits to the secondary school with a view to offer them a tour of the school; where appropriate Y6 pupils attend short lessons	✓ Links established and information obtained; dates of Open Evening' and PEP given to secondary DT ✓ Talk has taken place and secondary teachers' expectations made clear to Y6 pupils ✓ Dates and times of visits agreed; Y6 pupils given the opportunity to have a taste of secondary teaching
SPRING / SUMMER	PRIMARY DESIGNATED TEACHER	OUTCOME
	✓ Having a joint PEP meeting with secondary DT to offer them opportunity to meet the child/children ✓ Organising an additional meeting with secondary DT to discuss and agree on appropriate interventions to carry over to secondary	✓ Secondary DT attends PEP meeting and meets with the child/children ✓ Meeting organised and interventions that have been successful in primary are shared with the secondary DT



TERM

SPRING / SUMMER

WHAT TO DO

OUTCOME

SECONDARY DESIGNATED TEACHER

OUTCOME

- | | |
|--|---|
| <ul style="list-style-type: none"> ✓ Ensuring that the child's foster carers attend an Open Day/Open Evening at the secondary school with their child ✓ Attending the Spring/Summer PEP meeting and sharing key data about the child. Use the meeting to start addressing the child's concerns and worries ✓ Organising individual meetings between foster carers and Tutors/Head of Year to discuss school procedures and provision for the child; induction day; uniform and PE equipment ✓ Giving the date of the Induction Day at the secondary school. Explain the importance of such a day in helping new pupils to familiarise with the new environment | <ul style="list-style-type: none"> ✓ Foster carers and their child attend secondary Open Day/Open Evening and gather useful information about the school ✓ Secondary DT attends PEP meeting and obtains child's record of achievement. They offer responses to some of the concerns expressed about secondary school ✓ Meetings with Tutors/Head of Year have taken place; provision in place shared with foster carers and induction date given; details about uniform and PE equipment shared ✓ Newly admitted pupils attend the 'Induction Day' and find out about their new school: they are allocated tutors' groups; given homework timetables and given information about PE kits and other equipments |
|--|---|

2 2.3. INFORMATION AND DATA TO BE PASSED ON TO THE SECONDARY SCHOOL

LOOKED AFTER CHILD'S NAMES: (

PRIMARY SCHOOL: (

SECONDARY DESIGNATED TEACHER

PASS ON TO

WHEN / COMMENTS

PEP records: Individual Education Plan and background information (pupil's strengths and weaknesses; extra-curricular activities; attendance; behaviour)

Designated Teacher

Samples of the LAC best work in English and Maths for the last three terms (3 English and 3 Maths)

Subject Teachers

Reading age (colour of book)

English Teacher

Attainment levels (scaled scores), including SATS And teacher assessment outcome

Core Subject Teachers

SECONDARY DESIGNATED TEACHER	PASS ON TO	WHEN / COMMENTS
Education and Health Care Plan (EHCP) - if applicable/ SEND details	Secondary designated teacher	
Any other information/data?	Secondary designated teacher	

2 2.4. INITIATIVES TO SUPPORT TRANSITION INTO SECONDARY

*PLEASE IMPLEMENT AT LEAST 2

INITIATIVE	WHO BY	DATE / OUTCOME
Following confirmation of destination secondary school, the Primary DT establishes contact with Secondary DT and identifies a date for summer term PEP	Primary DT	
Attending a PEP Review in a primary feeder school	Secondary DT	
Organising half-a-day visit to the new secondary for Y6 to meet with Y7 pupils and teachers	Led by primary DT	
Visiting the other school and observing the teaching to enhance understanding of both curricula	Both DTs	
Talking about secondary experience and/or giving a demonstration lesson in a Y6 class in a primary feeder school and getting to know the children	Led by Secondary DT	
Developing a common Reading list for work that can feed into secondary English	Y6 Class teacher Led by both DTs	
Identifying existing initiatives/ strategies to 'narrow the gap' in Literacy and Numeracy in Y7 and Y8	Led by Secondary DT	
Any other initiative (e.g. Summer school)	Led by Secondary DT	





2.3. THE IMPACT OF TRANSITION ON ATTAINMENT

The impact of transition is best evaluated after the children had been in secondary school for at least two terms.



As a process, a successful transition depends on the positive outcome of several factors, ten of which are described in the following table:

FACTOR: CAN THE CHILD...	IMPACT ON LEARNING
1. Cope with new discipline and detention systems?	Child has settled well and is well behaved. S/he has not been in trouble
2. Access the new curriculum and comply with teachers' high expectations?	Child has made good progress: they can access the secondary curriculum with ease
3. Ask for help when they don't understand a task?	Child does not hesitate to ask their teacher or class-mate for help when they don't understand
4. Challenge those who bully them? Or do they have the courage to report the bullies?	Being small, bigger children have tried to take advantage, however, the child has overcome fear and has started reporting the bullies
5. Make new friends and join in school clubs?	Child has developed a circle of friends as the result of joining school clubs. Child displays improved self-esteem and confidence
6. Cope with increased work load and to meet set deadlines, including homework?	Child shows increasing interest in school work and can complete most tasks accurately and on time
7. Avoid getting into trouble less often? Or can they avoid groups of trouble makers?	Child has been self-disciplined and has avoided getting into trouble
8. Adapt to changes of routines?	Although it has been hard at the beginning, child has finally learned all the routines and is able to
9. Fit in the new environment, new systems and new subjects?	Child has settled well in school life; they cause no concern to carers, social workers or to school
10. Travel on their own to and from school using the safest possible route?	Child travels safely on their own through an identified safe route and enjoys going to school

2. 3.2. WHY TRANSITION REMAINS AN ON-GOING PROBLEM

- Over the years, primary and secondary schools have operated as separate institutions, making the transition between them a real concern for both parents and pupils alike.
However, the low results in year 7 have raised awareness from the highest office, i.e., the Department for Education, as outlined in the paragraphs below
- Ofsted (2013-14) report describes the overall process of transition from primary to secondary as not very positive. The report claims that too often the gains made at primary level are not ‘capitalised on’ when Year 6 pupils enter secondary school. The Ofsted Chief Inspector, Sir Michael Wilshaw, goes even further. He thinks that ‘in too many cases, pupils are leaving their primary school with good literacy and numeracy skills...But the culture they encounter at too many secondary schools often demotivates and discourages them’ (Ofsted Annual Report 2013-14)
- In 2011, the Department for Education offered evidence of significant drop in the attainment between KS2 and KS3 in Reading, Writing and Maths. In other words, year 6 fail to make the expected progress in year 7
- The views above appear to confirm an on-going problem with ‘narrowing the gap’ between primary and secondary schools. However, there are several schools where effective strategies are in place to deal with transition. In those schools, transition is an integral part of the secondary admission policy, a policy that starts in primary feeder schools. Similarly, the transition for looked after children, as implemented today with compulsory PEP reviews between the primary and secondary designated teachers, appears to create strong links between primary and secondary schools.





FOSTER CARERS

SECTION three



SECTION THREE FOSTER CARERS

3. 1. TRANSITION: A TIMELINE FOR FOSTER CARERS

Foster carers are the first responsible for looked after children. They have a better understanding of the looked after child's needs than anyone else. Children's transfer to secondary is obviously an extremely worrying moment for them. They want the transition to be as smooth as possible. It is therefore important to get the timing right to avoid missing on deadlines. Having a timetable should allow them to be at speed with the process.

APPLYING FOR **SECONDARY SCHOOL**

AUTUMN TERM

Apply early

- Apply early so that your child can go to the local secondary school, or the school that suits their needs best
- Obtain and complete the admission form. Get help if necessary
- Maintain contacts with the primary DT for regular updates on admission
- Talk to the DT at the primary school if you are unfamiliar with the secondary school options locally
- Ensure you confirm the 'looked after' status of the child so that they get priority

Visit Secondary School Open Evenings

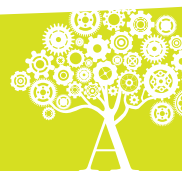
- This is the term where most schools hold their first open day
- Visit different secondary schools with your child to help decide the right school your child would like to attend
- During the visit to different secondary schools, help your child become aware of the size and the variety of activities in those secondary schools
- Together, consider some questions they might like to ask the school before visiting, and then support them in asking those on arrival
- Make an additional visit to secondary school selected by your child and obtain a prospectus

SPRING TERM

- Attend the secondary school Open Day if they are holding a second one and take the opportunity to visit the facilities
- Get advice on the admission criteria and process
- Ask for the school prospectus and a copy of their latest Ofsted inspection report
- Find out whether you can have an individual interview with one of the Year 7 tutors or the DT
- Go on a tour of the school to look at the facilities

Activity Booklet

- Encourage your child to fill in the 'Activity Booklet' (included in this Protocol) to identify their worries and concerns
- Discuss your child's worries or concerns identified in the 'Activity Booklet' and suggest possible solutions to reassure them



SUMMER TERM

- Attend transition meetings at the primary school to be updated on admission
- Remind the primary designated teacher to liaise with their secondary counterpart to ensure that the necessary information is passed on
- Ensure you attend the third and last PEP meeting of the year at which the secondary designated teacher should be invited
- Remember to hand in the 'Activity Booklet' to the secondary designated teacher

AT THE SECONDARY SCHOOL

Before Start of School

- Know your child's rights – be aware that the looked after child has priority for admission. The designated teacher must be made aware of the status of the child
- Make an appointment to meet with the child's tutor before they start school
- When liaising with the new school, ask what support they have in place already for some of the other looked after children and how this changes as they move into the GCSE's

Visiting the School

- During your visit at school, ask questions on how your child would be supported. A polite reminder to the designated teacher to use the PEP activities/interventions as a guide in setting targets and organising support for your child

After School has Started

- If your child is transferring from primary with other classmates, encourage them to build up stronger relationships with their mates initially
- Encourage your child to join clubs, for example homework, sport, drama, art, as this offers opportunities to meet new people and make new friends
- See whether you can volunteer in the club activities as an encouragement for your child. In that way, you get to know the school together with your child

AT HOME

Travelling to School

- Study the route to your child's new school and agree on travelling routines
- Practise the route with your child and take the opportunity to highlight all possible hazards and advise your child on how to avoid them
- If there are children in your neighbourhood who attend the same secondary school, ask them whether they can travel together
- Take your child to school on the first few days and pick them up at the end of school
- Stay at school for a while on the first days to reduce your child's anxiety

APPLYING FOR POST 16 EDUCATION AND TRAINING

AUTUMN TERM

Apply early

- Start by finding a subject or area of study that the young person has an interest in. There are many quizzes and flow charts that can help find areas of interest, and fields of study.
- Look into college, sixth forms and apprenticeships that offer the chosen subject and choose a path that works best
- Apply early so that they can go to the setting they choose and can apply to as many options as possible
- Unlike secondary school, apply for as many option that pique an interest.
- Applications can be made to different settings and different courses.
- Maintain contacts with the secondary DT for regular updates on admission
- Talk to the DT at the secondary school if you are unfamiliar with the options

Visit a wide range of Colleges, Sixth form, Training providers

- This is the term where most education settings hold their first open day so visit as many as possible
- Try to download the prospectus online before attending as most places no longer hold physical copies of their prospectus.
- Together, consider some questions they might like to ask the school before visiting, and then support them in asking those on arrival



SPRING TERM

- Track application progress and continue applying if new opportunities arise
- If you haven't heard back from an application at this point, check their website to see when applications close
- If applications have already closed, call the setting to request an update
- Once you are accepted, see what volunteering or research you can do to support with the post 16 education or training. Majority of the time, post 16 will include subjects or methods of study that the young person would not have experience with, so it is important to spend this term feeling prepared.
- Most post 16 offers, be it college, sixth form or employment, are on the condition of certain GCSE grades so it is important to keep up the hard work after you receive your offer as this offer could change all the way up to results day in August

SUMMER TERM

- Attend transition meetings or opportunities that the post 16 setting offers
- Explore what support there is for post 16 Looked After Children. This can be done through the Virtual School website or the education setting of choice's websites
- Make sure you communicate with the secondary school DT so they can pass on any information, PEPs or EHCPs to the next education provider
- Ensure you attend the third and last PEP meeting of the year so when the new term starts, you can pass over any information that may have got missed
- Enrol at college/sixth form as soon as you have your results on results on. Further education is a first come, first serve basis.
- If you know you won't be able to get there on results day (holiday, illness, distance) call ahead, they may be able to make arrangements.



3. 2. ESTABLISHING HOMEWORK ROUTINES

- Does your child attend the school homework club? If not, make ready a quiet corner for homework and other school projects
- Make sure that the child has a homework timetable; that s/he sticks to the deadlines
- Check regularly what homework has been set for the next day
- Make sure you are set as the parent on Google Classroom or the equivalent programme they use. You can do this by speaking to the school, providing your email address and then they will add you. This way, you can log in yourself to see what homework was set, when it is due, and you can see when it has been marked by the teacher
- Encourage the child to start using research methods by taking them to the local library
- Help your child to have everything ready for school in their bag every evening
- Check and sign your child's homework diary/planner regularly
- Every school sets a minimum of 15 minutes reading per day. Even if they haven't been set homework, their reading is a standard expectation that you can support with. This can be an academic textbook, a novel, a magazine, even reading a recipe whilst cooking dinner.



3. 3. WHAT TO DO WHEN CHILDREN FACE CHALLENGES

There are numerous challenges that children are likely to face when they move from primary to secondary. The list below only offers a taste of what children can go through:

CHALLENGE	WHAT IT MEANS	WHAT TO DO
Fear of harsh discipline	Secondary schools are less tolerant of poor behaviour. The new rules may be too harsh for these young people who have come from a more tender maternal nurturing setting	Reassure your child that, if they do what is expected of them, they won't be in trouble
Feeling of being lost	The size of the school with hundreds of rooms; the very large number of people may prove too much in the first few weeks	Reassure your child that it is ok to be lost. If it happens, they should ask for help from an adult or prefect
Scared of number and contents of subjects	There are usually more than a dozen different fields of study in a secondary school. Some of these subjects may be completely alien to the new comers	Your child should have an open mind and not be scared of a subject because it is new. They must trust teachers who will explain the subject
Fear of being bullied	Transferring to a secondary school may look like entering a lion's den, especially for a child who is, not only new to the environment, but may also be one of the smallest persons in a mass of much bigger students	Encourage your child to report any attempt from any-one to bully them. They must inform an adult
Unprepared to face different ethnic groups and races	Possibly coming from a mono-cultural setting, these new students may be in for a shock when they come across a more diverse community made up of different races, ethnic groups and social classes	Warn your child that the school may have people of different colours. Prepare your child to accept other people who may look different from themselves
Overwhelmed by number of clubs (sports, drama)	The variety and number of clubs can encourage some youngsters to try out something new, but it can also be very confusing for others	Your child should try out the activity they like. If they are unhappy, they could try out something else.



PUPIL ACTIVITY BOOKLET

SECTION four

4. 1. ACTIVITY ONE – WHO AM I?

I would like to be called

My Primary school is

In September, I will be attending

I will be going to the new school with

My best friends are

My favourite subjects are

I work best when

My favourite sports are

I will need help in

I would like to become a

when I finish school

4. 2. **ACTIVITY TWO** – FINDING YOUR ROUTE TO SCHOOL

What means of transport will you use to go to your new school?



BY BIKE

What is the safest route to get to school?

Is there a school mate who lives near me and goes by bike?

What time do I have to leave home?

How long will the journey take?





BY BUS

Where is the nearest bus stop?

What bus will I have to take to go to school?

How much will it cost one way/ a return?

What time should I catch the bus?

How long will my journey take?

What should I do if I miss the bus?



BY TRAIN

Where is the nearest train station?

What time can I get at the station?

What train will take me to my school?

What time should I catch the train to arrive on time?

How much will it cost one way/ a return?

How long will my journey take?

What do I do if my train is cancelled?

How much will my weekly/monthly oyster cost?





ON FOOT

What is the safest route to get to school?

Is there a school mate who lives near me I can walk with?

What time do I have to leave home?

How long will the journey take?

4. 3. ACTIVITY THREE – COMPLETE YOUR DAILY TIMETABLE

You can write what you like but you have to stick to the agreed timetable

HERE IS JACOB'S DAILY TIMETABLE		WHAT'S YOUR PLANNED TIMETABLE?	
TIME	ACTIVITY	TIME	ACTIVITY
6:30 – 7:00	Wake up; have a shower and get dressed		
7:00 – 7:15	Have breakfast		
7:20	Leave for school		
7:45	School starts		
12:30 – 1:15	Lunch time		
15:30	School finishes		
16:20	Arrive home; have a snack		
17:00 – 19:00	Complete homework		
19:00 – 20:00	Have dinner		
20:00 – 20:30	Check next day timetable and equipment, bed time		



4. 3. ACTIVITY FOUR – HOW YOU FEEL ABOUT JOINING A SECONDARY SCHOOL

HAPPY



OK



WORRIED?



NAME		SCHOOL:		
STATEMENT	H	OK	W	COMMENTS
Losing old friends				
Making new friends				
Joining new clubs				
Not understanding the homework/ Asking for help				
Having large number of teachers and subjects				
Coping with changes in routines/having a new timetable				
Coping with heavy workload Learning new subjects				
Getting in trouble/ Not wearing the right uniform				
Doing tests and exams every term				
Carrying a heavy bag around				
Forgetting books or equipment				
Dealing with bullies				
Facing new discipline/detention				
Choosing meals at lunch time				

To be filled in before joining the secondary school - discuss any concerns
 Answers to this check list will help teachers to support you better
 when you enter the secondary school



EXAMPLES OF
GOOD PRACTICE

SECTION five

SECTION FIVE

EXAMPLES OF GOOD PRACTICE

There are several excellent strategies that schools can use to ensure that transition from primary to secondary takes place as smoothly as possible. Here are some:

The Virtual School in the London Borough of Barking and Dagenham has in its team an advisory teacher responsible for transition from Year 6 to secondary and another advisory teacher for KS4-KS5.

Some of the responsibilities of the advisory teacher include:

- Attending all years 5 and 6 PEP reviews and having access to their ePEP (Electronic personal education plan)
- Attending all PEP review meetings throughout KS4 and beyond, depending on what route the young person takes
- Even if they choose to go into the world of work, or apprentice routes, the advisory teacher will still hold PEPs
- Coordinating external support such as tuition or careers advice meeting
- Researching varieties of post 16 education opportunities, including work or training options
- Scrutinising children's classwork to ensure that they are working at the expected standards, by physically checking their exercise books
- Making sure that secondary designated teachers attend Year 6 summer PEP to allow them to get a full picture of the child who would be transferring to their school
- Encouraging secondary designated teachers to gather some concrete evidence of the child by collecting their best work as well

46 pupils' literacy and numeracy skills acquired in primary have to be included in year 7 teaching practices. When this is not the case, pupils have very little to fall back to. As a result, new pupils in year 7 are likely to find it very difficult to settle in: they don't understand the work, can't do their homework, and may feel anxious and disorientated. It is not surprising therefore that they are unlikely to achieve the expected standards.

- The links between primary and secondary curricula have to be real: teachers from both phases need to improve their understanding of the other curriculum. That is, the contents and skills taught in primary have to be included in the year 7 secondary curriculum as a starting point. When completing teacher training, visiting the opposite school to what they are training in is a module all teachers have to complete.
- Identify the most able pupils in Year 6 and track their progress in Year 7. In that way, it is possible to check whether they are still making good progress or falling behind. Put in place appropriate interventions for those talented children making slow progress
- Create a system of information exchange which allows building good relationships between the secondary school and its feeder primary schools. Mutual visits between teachers from primary and secondary could be organised to ensure there is curriculum continuity for Year 6 pupils going into Year 7
- Primary designated teachers liaise with their secondary counterparts to share writing/ texts produced by Year 7 pupils on personal accounts of their first year in the secondary school. Such exchanges can be used to prepare year 6 pupils to learn more about life in the secondary school during the first few weeks or months.

TIPS FOR YEAR SEVEN PUPILS

How to join-in a group activity or a conversation

Taking part in a group activity in a new environment can be daunting at times

- First watch and listen. Sit calmly and listen to when people in the group are talking about. At this point, you shouldn't interrupt
- Next, make a friendly comment, choosing the right moment. If, for instance, they are talking about football, you could say **'I'M A FAN OF FOOTBALL CLUB.'** **KEEP IT SHORT, DON'T ELABORATE**
- Try to identify something you have in common through what's being said. Bring in your own experience and make a longer comment: 'My team hasn't been playing well recently. We keep losing matches.'
- By now, you can start making additional comments as a member of the group

How to respond when bullied

There is a bigger student repeatedly making threats of harming you physically. How will you deal with the threat?

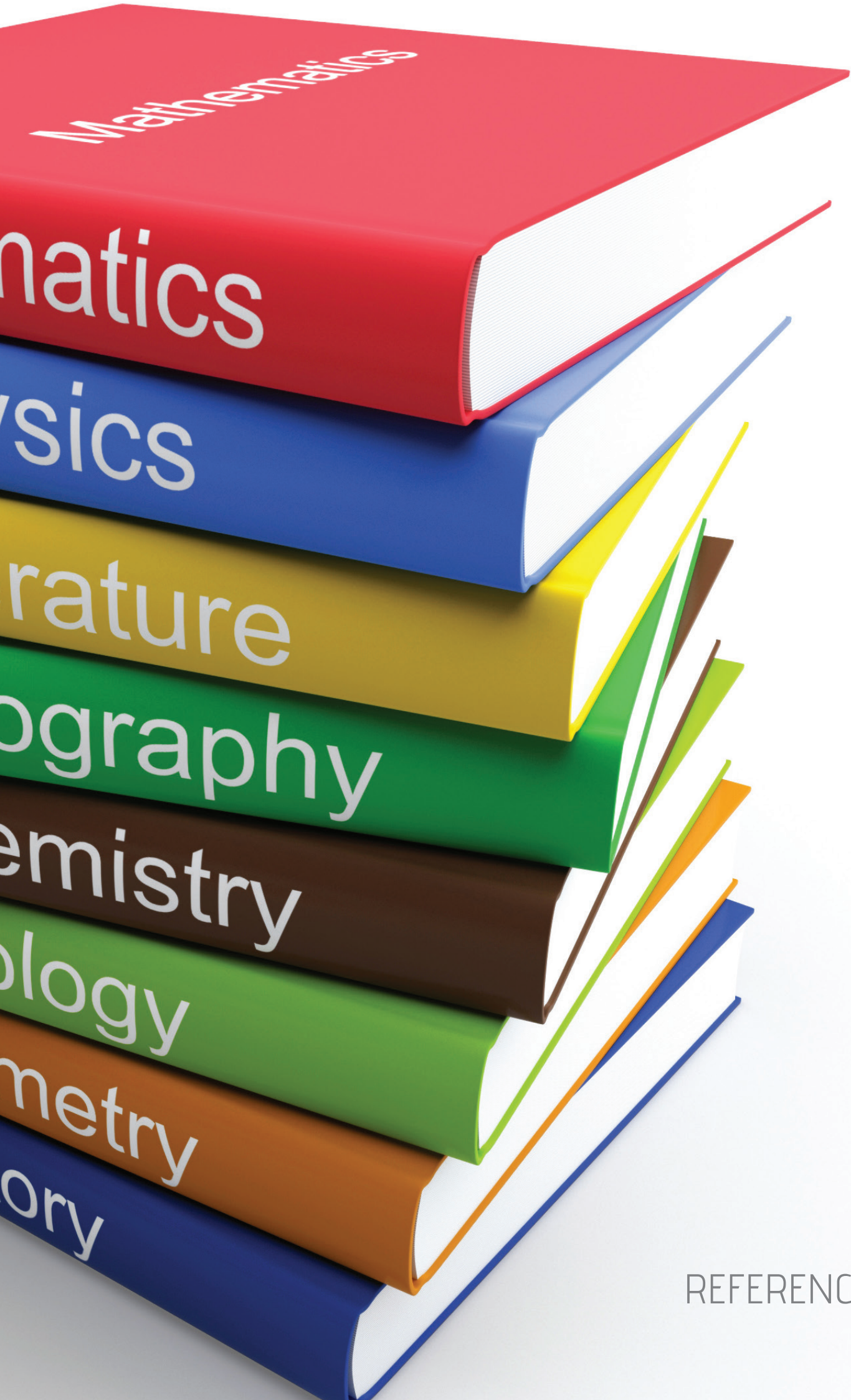
- Think carefully about how you first respond to the bully. Do not anger him/her
- Say something that may surprise them like 'Do you think you can scare me? I'm not weak'
- If the bully continues to threaten you, don't suffer in silence, tell an adult
- If bullying is taking place in school, tell your teacher or tutor. If it is on the way home, tell your parent/carer

How to ask for help

If the work/homework is too difficult for you

- In the first instance, ask a friend or classmate. Get them to help you work out possible solutions
- If you are not satisfied with the help from your friend or classmate, ask your teacher
- A teacher is your best choice especially if you did not understand what they wanted you to do
- Sometimes you may need to ask relatives at home when it is a practical activity
- If you need additional help, go to your local library





REFERENCES

1. **East Sussex County Council (2007):**
Good Practice in Transition, CfBT. Available at eastsussex.gov.uk
2. **DCSF (2009):**
The role and responsibilities of the Designated teacher for looked after children,
Statutory Guidance for school governing bodies
3. **DCSF (2008):**
What Makes a Successful Transition from Primary to Secondary School, Research Report DCSF-RR019
4. **DFE (2014):**
Promoting the education of looked after children: statutory guidance for local authorities
5. **Galton, M, Gray, J & Ruddock, J (1999):**
The Impact of School Transitions and Transfers on Pupil Progress and Attainment: Homerton College, Cambridge Research Paper 131
6. **Harris, R. (2010):**
Supporting Learning in the Transition from Primary to Secondary Schools, University of Bristol
7. **Hennessey. A (2016):**
Improving Transitions to Secondary School for Looked After Children, CELCIS
8. **OFSTED (2008):**
Looked After Children – good practice in schools:
9. **OFSTED (2014):**
Annual Report 2013-14: what teachers need to know: London HMSO
10. **McLellan, R. & Galton, M. (2015):**
The Impact of Primary- Secondary Transition on Students' Wellbeing, University of Cambridge
11. **Rice, F., Frederickson, N. & McManus, C. (2015):**
Identifying Factors that Predict Successful and Difficult Transitions to Secondary School, STARS Report: Nuffield Foundation
12. **The LAC Academy (2016-17):**
Camden Virtual School for Looked After Children



In my school, the brightest boys
did maths and physics, the less
bright did physics and chemistry,
and the least bright did biology

Stephen Hawking

SECONDARY EDUCATION

RAISING THE BAR AND CLOSING THE GAP
2nd Floor | Town Hall | 1 Town Square | Barking | IG11 7LU

t: 020 8227 2691 | 020 8227 2075
e: AdminSupport@lbbd.gov.uk

