

Transitions: An Update



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Isn't it obvious...?

- Promote emotional security – happy and safe children who want to continue learning
- Avoid discrepancies and disagreements between judgements by having accuracy of assessment throughout the school
- Allow for a better working relationship between teachers
- Set meaningful and accurate targets from current levels of attainment
- Avoid re-teaching of all skills when not needed by having knowledge of prior learning – so continuity of learning
- Have continuity of learning (extension of understanding)

Been an issue for years!

‘The importance of effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of ensuring continuity and progression in pupils’ education is now widely recognised as a crucial factor in school improvement.’

*NFER: Robat Powell, Robert Smith, Gareth Jones and Angharad Reake **Research Report, October 2006***



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In 2010 NFER carried out a review on behalf of (C4EO)

Some key messages:

- Children from economically deprived backgrounds and children with special educational needs are less likely to make successful transitions
- The use of transition practices and initiatives improves social and academic outcomes for all children and young people, and is particularly beneficial for those most at risk of experiencing difficulties during transition.
- Features of good practice include:
 - a focus on the whole child
 - implementing a number of transition practices
 - helping young children to develop the skills needed to help them cope with transition in the future.
- Effective transitions promote good communication between all stakeholders

Why are we still talking about transitions?

- We need to avoid a progress 'dip' from end of EYFS to KS1
- KS1 – KS2 - always robust conversations
- KS2 – KS3 – can be patchy
- Emerging issues – PVI/Nurseries to Reception settings

SO BECAME A SCHOOL STANDARDS PARTNERSHIP BOARD (SSPB) PRIORITY



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What are we doing about it?

Already in Place:

- '1 More Step' (needs to be used consistently)
- BPSI run a transitions project (Helen Cheung) EYFS – KS1
- Infant and Junior schools reviewing practice (needs enhancing)
- Protocol for Transfer of Records
- Some good practice KS2 – KS3 – this needs to be shared

Next Steps

- Nursery project/EYFS project
- Katie working with infant and junior schools
- Focus in achievement reviews
- Refresh the Transfer of Records Protocol
- Focus when sharing good practice at network meetings
- Case studies to be available on BPSI website
- Partnerships to identify 'transition champions'



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