

## **Managing Transitions Post Lockdown – a tool for schools to promote suitable planning and provision for all returning to school**

The tool below can be used in focus groups or on a staff development day. It is a table which provokes thinking around what the school currently has in place to manage transitions and what could be further developed. The table should be completed and actions assigned.

Consider the following as the premise for the ‘new normal’

Good transition experiences require the establishment of a secure base.

This will not be the same as before 20<sup>th</sup> March 2020.

You know the children individually and so do the parents/carers.

Both the child and/or the parents/carers may not have the vocabulary to express emotions.

Both the child and the parents/carers may be hiding experiences of trauma since you last saw them.

Be patient and take time to relearn all about your children.






Plan for this.

Transition should flow like a river, to establish this flow, talk to all concerned around the child – ‘tell me about’.... questioning strategies.

The flow is supported by openness.

Remember behaviour is communication.

Helpful documents and recommended reading from advisors and experts:

Moving on (transition for EYs)	 <p>Moving_On_Transition_to_School_20019-21</p> <p><b>Insert link</b></p>
School readiness (for new to reception)	 <p>SCHOOL READINESS ONLINE V2 (1).pdf</p> <p><b>Insert link</b></p>
Transition, recovery and learning - primary	 <p>2020 Transition Recovery and Learning</p> <p><b>Insert link</b></p>
Transition, recovery and learning – secondary	 <p>2020 Transition, Recovery and Learning</p> <p><b>Insert link</b></p>
Transition booklet (all phases could adapt)	 <p>Transition booklet1 (1).docx</p> <p><b>Insert link</b></p>

## Self-assessment Tool for Managing Transitions

Gathering and Sharing Information	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
<p>How effectively do staff work with colleagues in other key stages to secure information about learners? Which of these approaches do we use...?</p> <ul style="list-style-type: none"> <li>• Visits to settings, schools or classes</li> <li>• Meetings with colleagues to share information</li> <li>• Evaluation of data</li> <li>• Meetings with vulnerable learners and families/ attendance at Structured Conversations</li> </ul>		<p><i>How confident are we in the quality and consistency of the information that we receive and provide?</i> <i>How can we work with colleagues to secure consistency in assessment of progress?</i> <i>How can we work with colleagues to establish a framework for evaluating potential risks and opportunities for learners on transition?</i></p>	<p>Ensuring there is online access to work/records Virtual tours of premises Virtual meet the teacher – for CYP and parents Virtual information sharing with receiving/sending teachers. Virtual structured conversations</p>
<p>How do we currently evaluate learners' knowledge, skills, needs, abilities and assets prior to transition?</p>		<p><i>How do we evaluate attitudes to learning, self-awareness, resilience, resourcefulness and capacity to develop relationships prior to transition?</i> <i>How do we adapt the curriculum to address these</i></p>	<p>Attitudes to Learning surveys for pupils, teachers (can be completed virtually)</p>

Gathering and Sharing Information	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
<p>How effective is our current practice with regard to introducing learners to new key stages? Which of these approaches do we use...?</p> <ul style="list-style-type: none"> <li>• Induction visits to new schools or classes in the new key stage</li> <li>• Information for learners (booklets/videos/blogs/meetings with learners currently in key stage)</li> <li>• Induction sessions that facilitate self-evaluation of social, emotional and learning skills and identification of areas for development?</li> </ul>		<p><i>areas?</i></p> <p><i>How can learners learn about and experience new environments, rules, routines, structures, resources so that they begin to develop appropriate social, emotional and learning skills prior to transition?</i></p>	<p>See videos created by young people in Hinckley, Leicestershire and Powys, Mid Wales</p> <p><a href="https://www.bbc.co.uk/cbeebies/shows/time-for-school">https://www.bbc.co.uk/cbeebies/shows/time-for-school</a></p> <p><a href="https://www.bbc.co.uk/newsround/34130195">https://www.bbc.co.uk/newsround/34130195</a></p> <p><a href="https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/#film-resource">https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/#film-resource</a></p> <p><a href="https://www.theschoolrun.com/how-survive-starting-secondary-school">https://www.theschoolrun.com/how-survive-starting-secondary-school</a></p> <p>Future First (coordinates support for secondary schools from former students): <a href="https://futurefirst.org.uk">https://futurefirst.org.uk</a></p> <p>Video tours of school (created by pupils/students of essential workers)</p> <p>Online 'Worry Boxes' (face-to-face or text based)</p>

Gathering and Sharing Information	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
<p>How do we consult Parents and Carers regarding transition? How does this inform the planning of the curriculum and the creation of new classes/learning groups?</p>		<p><i>How do we find out about Parent and Carer attitudes/experiences regarding the new key stage, including travel (with other siblings' to consider), uniform, homework, older siblings' experience, independence and organisation of resources?</i></p>	<p>Attitudes to Learning surveys for parents</p> <p>Hold an online/phone Structured Conversation (including the new key stage teacher/tutor) to explore potential changes in home circumstances</p> <p>Hold an online/phone Structured Conversation with care setting to explore how the child's development is supported by carers</p>

Preparing Learners and Families	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
<p>How effective is our peer support in preparing learners for the new key stage?</p>		<p><i>How can pupils help to develop learning opportunities and mentoring for learners about to join the new key stage?</i></p>	<p>Online sessions led by Anti-Bullying Ambassadors/ Peer Mentors/Play Leaders/Restorative Justice supporters/School Council members</p> <p>Virtual Tours led by the above (if they are attending school this Summer Term)</p> <p>Engage pupils in developing 'Welcome to Your New Key Stage' books which provide information, such</p>

Preparing Learners and Families	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
			as how learning is organized, what will be expected of them and what to look forward to
How do we engage Parents and Carers in supporting learners during transition?		<i>How effectively do we inform Parents and Carers about the opportunities and challenges in the new key stage?</i>	<p>Track activity on the school's transition / induction pages on website – place links to these pages on the most visited pages of the website (usually the 'Term Dates' page)</p> <p>Consult parents/carers regarding preferred methods of contact, including online face-to-face interaction (e.g. Facetime through school Facebook page?)</p> <p>Organize parent class representatives and/or formal class WhatsApp groups</p> <p><a href="https://www.somersetlive.co.uk/news/somerset-news/how-to-survive-secondary-school-1956847">https://www.somersetlive.co.uk/news/somerset-news/how-to-survive-secondary-school-1956847</a> provides outcomes of a survey conducted by Explore Learning, which can inform work in this area</p>
How do we prepare vulnerable learners and		<i>How could strategies such as 'Transition Plans' support</i>	Hold an online/phone 'Home Visits' or Structured Conversation and include child's new teacher to

Preparing Learners and Families	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
families for transition to new key stages?		<i>vulnerable learners and families through the experience of transition?</i>	introduce themselves and find out about more the child's development – use the record of the conversation as a Transition Plan
How do we know vulnerable learners and their families engage with our information about transition?		<i>How can we enhance our information to ensure that vulnerable learners and their families feel secure and positive about the transition process?</i>	<p>Include information in food parcels to vulnerable families</p> <p>Ensure EAL families can access online and printed information in their 'home' language</p>
How effective is our support for vulnerable families?		<i>How can support staff and other parents be engaged in helping to prepare vulnerable families and learners?</i>	<p>Keyworker contact</p> <p>Parent Ambassadors invite vulnerable families to join a dedicated Facebook/WhatsApp group</p>
How do we teach key knowledge and skills for the new key stage prior to transition?		<i>How effective are our Transition Packs and/or Summer School activities in preparing vulnerable learners?</i>	<p>Online transition packs</p> <p>Welcome Books from previous year group</p>
How can learners experience the learning environment in		<i>How can we organise 'Taster Lessons' in the learner's</i>	Part of online learning for Reception, Year 2, Year 6 Year 9 and Year 11

Preparing Learners and Families	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies
the new key stage?		<i>existing settings/schools/ classes prior to transition? How can we arrange visits to lessons as well?</i>	Set up networks with current teachers
How do we encourage a sense of belonging to the new learning environment?		<i>What are the rights, responsibilities and expectations of learners in the new key stage? How can we encourage learners to embrace them prior to transition?</i>	Set up group pages on VLE for members of new Year 3, 7 and 12 classes to share information about themselves  See above and work with families
How do we organise or engage in learners' celebration of their experiences at their previous setting/school/key stage and the act of saying goodbye? How do we involve families in this?		<i>How can we support learners who experience difficulties in 'letting go' of previous learning experiences and environments? How can we help them to develop coping strategies for stressful situations?</i>	Arrange Nursery/Playgroup, Year 6 and Year 11 celebrations in Autumn Term – in previous setting?  Arrange for more vulnerable pupils to continue to visit their previous key stage settings and assume responsibilities to build self-esteem and self-efficacy



Preparing Learners and Families	What Do We Do Now?	Further Development	What Could We Do? Suggested Lockdown Strategies

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
How confident are we that all staff are committed to achieving the school's aims with regard to supporting transition?		<i>How do adults in the school help new learners to understand new expectations and routines, learn new skills and make progress?</i>	Explore staff members attitudes to the transition process in staff CPD session
How do we monitor and evaluate teacher-pupil relationships following transition – behaviour, rewards and attendance data as well as learning walks, surveys etc?		<i>How do learners' relationships with adults affect their progress following transition?</i>	Focus first round of Learning Walks on transition  New Year 3's, 7's, 10's and 12's could complete Attitudes to Learning surveys after first term, what would they tell the previous year's version of themselves – PPT activity to share at next transition point

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
<p>How does our behaviour policy and practice build on learners' experience from previous settings/schools/key stages?</p>		<p><i>How are behaviour management strategies differentiated according to age? How are pupils supported in learning new behaviours rather than fearing punishment for not getting it right straight away? How can we evaluate the impact of behaviour policy and practice on pupils' social emotional and learning skills?</i></p>	<p>Review attitudes and beliefs regarding behaviour and bullying in the school and the respective policies with a focus on how it supports new entrants to learn new behaviours</p> <p>Provide opportunities to learn and apply new behaviours</p> <p>Social Emotional skills surveys</p>
<p>How do new pupils learn about behaviour and anti-bullying policy and practice?</p>		<p><i>How do they learn to develop positive behaviours for learning and positive relationships? How do they learn about managing negative relationships and seeking help when feeling threatened? How can pupils/students support the learning of these concepts and skills?</i></p>	<p>Child/family friendly versions of Behaviour and Anti-Bullying Policies</p> <p>Anti-Bullying lessons, assemblies and pages on website developed and led by Anti-Bullying Ambassadors/Peer Mentors/Play Leaders/Restorative Justice supporters</p>

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
<p>How do we establish and maintain expectations of responsible and empathetic out of class behaviour?</p>		<p><i>How do our current supervision arrangements and consequences (including rewards for positive out of class behaviour) ensure that new learners feel safe around the school site?</i></p> <p><i>How do we establish expectations and organize the end of school to ensure that pupils demonstrate responsible and empathetic out of school behaviour and to ensure that pupils and the community feel safe before and after school?</i></p>	<p>Develop expectations of out of class behaviour in consultation with staff and pupils, including consideration of how they are promoted and reinforced</p> <p>Apply the same approach to developing expectations of out-of-school behaviour – include local residents and services (such as nearby shop owners) as well as bus companies</p>
<p>How is behaviour and anti-bullying policy and practice made known to Parents and Carers?</p>		<p><i>How do Parents and Carers know their role in establishing positive behaviour and relationships and how to report concerns?</i></p>	<p>Child/family friendly versions of Behaviour and Anti-Bullying Policies</p> <p>Video presentations by Prefects/Anti-Bullying Ambassadors/ Peer Mentors/Play Leaders/Restorative Justice supporters</p>
<p>How do we encourage positive</p>		<p><i>How do we ensure that these</i></p>	<p>Pair/Group/Team working skills are part of focus of</p>

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
peer-to-peer learning and social relationships to develop in the Autumn Term?		<i>relationships are sustained in different learning environments?</i>	PSHE and other learning opportunities  Sessions led by Anti-Bullying Ambassadors/ Peer Mentors/Play Leaders/Restorative Justice supporters
How do older pupils support learners in the early stages of transition?		<i>How can peer support help learners to develop social emotional skills as well as learning skills?</i>	Establish 'Transition Buddies' or deploy Anti-Bullying Ambassadors/ Peer Mentors/Play Leaders/Restorative Justice supporters to fulfil this role at least in the Autumn Term
How can we maintain consistency and continuity of learning in the core subjects?		<i>How can we ensure that learning in the new key stage builds on learning experiences of the previous key stage?</i>	Liaison between teacher groups Common language for learning between primary and secondary?
How do we address learners' and Parents and Carers' concerns regarding assessment in the new key stage?		<i>How can we ensure that vulnerable learners and their families understand assessment frameworks in the new key stage?</i>	Assessment frameworks to website Class pages of website to inform about how progress is tracked Family friendly versions of subject handbooks
How do we evaluate learners' level of ability within the key stage assessment framework?		<i>How can we use more challenging assessment methods to evaluate learners' knowledge and skills with</i>	Agree assessment methods (and their purpose) for the first year of each new Key Stage and communicate these with pupils/students and families

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
		<i>reference to the key stage assessment framework?</i>	
How do we know whether learners are experiencing the appropriate level of challenge, following transition?		<i>How can observations, work scrutinies and surveys help us to monitor and evaluate learners' experiences? How can colleagues from previous settings/schools/key stages contribute to this process?</i>	Arrange for previous teachers to visit classrooms and undertake work scrutinies to inform evaluation of transition and advise on next steps
How do pupils learn the essential skills for the new key stage – coping with distractions, asking for help, managed risk-taking, independent learning, self-organisation, relationships with adults, maintaining work quality...?		<i>How can we support vulnerable learners in the development of these skills?</i>	<p>Extended learning projects</p> <p>Establishing 'approach to learning' objectives, as well as the learning objectives that focus on skills and concepts</p> <p>Recognition/ reward schemes for these skills</p> <p>Peer-to-peer and adult-to-peer coaching</p>
How do we help learners with homework demands in the new key stage?		<i>How do we engage families in supporting homework completion to the best of the learners' abilities?</i>	Survey of families regarding their home learning experiences – use this to review the Homework Policy

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
How much do developments outside of school that coincide with transition, such as greater independence at home, expansion of social groups (including online interactions), greater family responsibilities, impact on progress?		<i>How can we support learners and their families with these developments?</i>	Sessions led by older pupils, Parent Ambassadors and/or Family Liaison support that address these areas
How do we recognise and reward effort and development in all areas of learning?		<i>How can encourage them to be more resilient when they make mistakes or find learning hard?</i>	Use resources from to engage staff members in developing learning environments Core Standards – SEMH Universal menu of provision (both in class and online) that encourage greater resilience - staff can work through these independently. Refer to K&C and Westminster Transition, Recovery
How do we maintain contact with ‘receiving’ schools regarding pupil welfare and progress?		<i>How do we communicate details of effective strategies to ensure successful transitions for vulnerable learners?</i>	Arrange for teachers to visit classrooms and undertake work scrutinies (they could be given access to online areas) at ‘receiving schools’ to inform evaluation of transition and advise on next steps
How do we maintain contact		<i>How can we work with</i>	Coordinated work with area Family Liaison support

Support Following Transition		Further Development	What Could We Do? Suggested In-School Strategies
with vulnerable families following transition?		<i>receiving schools to establish effective working relationships with families?</i>	– regular phone contact in Autumn Term
How do we encourage former pupils who have experienced a successful transfer to support the transition process?		<i>How can we help to arrange partnerships between former pupils with vulnerable pupils?</i>	<p>Visits to Year 2, 6 and 11 classes by Year 3, 7 and 12 pupils/students</p> <p>Invite letter to create sources of information (leaflets / pages on the website...etc) for pupils/students to access and to follow this up with partnering specific pupils/students</p> <p>Future First (coordinates support for secondary schools from former students): <a href="https://futurefirst.org.uk">https://futurefirst.org.uk</a></p>

Monitoring and Evaluating Transition	What Do We Do Now?	Further Development	What Could We Do? Suggested In-School Strategies
How do we track rates of progress before and after transition?		<p><i>How can we engage pupils in evaluating their progress?</i></p> <p><i>How can teachers from previous key stages contribute to this process?</i></p> <p><i>How can Autumn Term</i></p>	<p>Arrange 'Managing Transitions' training for local clusters of schools, including nurseries/playgroups, to stimulate coordinated work and agreement regarding measures of ability, development and progress</p>

Monitoring and Evaluating Transition	What Do We Do Now?	Further Development	What Could We Do? Suggested In-School Strategies
		<p><i>Progress Review meetings bring together teachers from both key stages?</i></p> <p><i>How can we secure agreement regarding measures of ability and progress between key stages/settings/schools?</i></p>	<p>Arrange for previous teachers to visit classrooms and undertake work scrutinies to inform evaluation of transition and advise on next steps</p>
<p>How do we monitor and evaluate new learners' well-being/attitudes to learning/ social emotional skills (including motivation and resilience) in the new environment?</p>		<p><i>How often should we do this?</i></p> <p><i>How can we adapt the curriculum to meet the needs of the new cohort that have emerged from this evaluation?</i></p>	<p>PASS surveys</p> <p>Attitudes to Learning surveys –with a particular focus on specific subjects/aspects of learning</p> <p>Boxall Profiles for more vulnerable pupils/students</p>
<p>How do we monitor and evaluate behaviour, rewards and attendance data in the</p>		<p><i>How does the data correlate with learners' progress data?</i></p> <p><i>How can the organisation of</i></p>	<p>Transition learning resources help with learning skills and approaches suitable to the new key stage</p>



Monitoring and Evaluating Transition	What Do We Do Now?	Further Development	What Could We Do? Suggested In-School Strategies
early stages of transition?		<p><i>the school and the curriculum be adapted to maintain learners' engagement with learning?</i></p> <p><i>How can the organisation of the school and the curriculum contribute to maintaining pupils' engagement in learning following transition?</i></p> <p><i>How can new learning experiences be introduced during the year to replicate the stimuli that learners experienced during transition?</i></p> <p><i>How can learners' excitement be maintained?</i></p> <p><i>How can we maintain the balance between continuity and change?</i></p>	<p>Summer schools and additional transition visits help vulnerable pupils/students to prepare to learn in a new environment</p> <p>Arrange for Teaching / Learning Support Assistants to stay with classes or specific groups of pupils</p> <p>Introduce learning activities at different time in the school year that replicate the early transition experience and encourage learners to identify and apply the skills they've learned during transition to this new learning experience</p>
How do we track learners' engagement with out of class activities?		<p><i>How can we evaluate the impact of out of class activities on learners' progress in the new key stage?</i></p>	<p>Attitudes to Learning survey to include focus on out of class activities</p> <p>Compare records of new learners' engagement with out of class activities with progress data</p>

Strategic Planning	What Do We Do Now?	Further Development	What Could We Do? Suggested In-School Strategies
<p>Do we share common values and principles with regard to the outcomes for learners:</p> <ul style="list-style-type: none"> <li>• across key stages in the school</li> <li>• with settings/schools that our learners have previously attended?</li> </ul>		<p><i>How can we develop a shared vision for maintaining or accelerating progress for learners when learners move to a new key stage?</i></p> <p><i>How can we develop a common language for learning to secure effective assessment for learning?</i></p>	<p>Consider how clusters can work together on AfA modules/programmes, such as Structural Learning, Emotional Health and Wellbeing, or Emotion Coaching</p> <p>Explore colleagues' attitudes to the transition process in school/cluster CPD session</p>
<p>When was our Transition Policy reviewed? Does it reflect our current practice?</p>		<p><i>How much does everyone involved in transition (including learners, Parents and Carers, non-teaching colleagues and feeder settings/schools) know about our Transition Policy and practice?</i></p> <p><i>How much have they contributed to it development?</i></p>	<p>Establish a 'Transition Strategy Group' with representatives from all groups (pupils, parents, staff members, governors) within the school/cluster community</p> <p>Maintain the group for more than a year to ensure that the full range of agreed practices and strategies are embedded, fully evaluated and that there is continued development</p>
<p>How is our Transition Policy</p>		<p><i>How can Governors become</i></p>	<p>Governors to join Learning Walks in first term to</p>

Strategic Planning	What Do We Do Now?	Further Development	What Could We Do? Suggested In-School Strategies
and practice monitored by the Governing body?		<i>more involved in transition?</i>	<p>evaluate outcomes of transition policy and practice</p> <p>See recommendation regarding governor involvement in the 'Transition Strategy Group'</p>
How often is transition practice monitored, evaluated, discussed and planned at SLT and other staff meetings?		<i>How can we engage SLTs from local schools to enhance transition experience for teachers, pupils and their families?</i>	<p>Transition is made a standing agenda item on SLT, Governor, staff (teaching and non-teaching) and School Council meetings in the Autumn and Summer Terms.</p> <p>Establish a 'Transition Strategy Group' with representatives from all groups (pupils, parents, staff members, governors) within the school/cluster community</p>