

## A guide to transition from primary to secondary school in 2020:

### Expectations, options and sharing practice

#### Background

Transition for our current Year 6 pupils this year has been raised as a concern for both primary and secondary schools as many of the usual processes that support transition cannot happen or cannot happen in the usual way. At the centre of this are the Year 6 pupils who have been out of school since the end of March and whilst some have returned in June there are many that remain at home.

To support this the LA and Bury Teaching Schools Alliance (BTSA) have facilitated virtual groups of primary and secondary practitioners to consider resources that could support transition and also to highlight aspects of good practice. The groups have focussed on transition bridges based on the *Key Stage 2 to Key Stage 3 Project* (Mouchel Parkman/ DfE 2005) which supported the development of a Transition Charter under the Strategic School Improvement Fund work 'Reducing barriers to learning for disadvantaged pupils' led by BTSA.

We are grateful to staff for giving so freely of their time and to BTSA for utilising legacy funding for Alan Beedie in facilitating the virtual groups. It is hoped that we can build on the commitment shown to strengthening transition processes for the future through cross-phase collaborative work.

#### The Ask

The outcome is a set of minimum expectations and options for transition work presented under two areas:

1. Supporting emotional well-being (Bridge 2: Personal and social needs and Bridge 5: Pupil engagement)
2. Supporting curricular transition (Bridge 3: Joining up the curriculum, Bridge 4: Sharing pedagogies and Bridge 5: Pupils engagement)

Letters for Year 6 pupils and for their parents/ carers are available to primary schools to use to promote this work.

**We are mindful of the lack of time available in the remaining weeks of the summer term, and that many Y6 pupils are not in school. We ask that schools engage with this proposal as far as they are able to do, even if some pupils only access part. We hope to build on this in the new school year, and we will be asking schools to feed back to us the aspects they are able to put into practice.**

All the resources can be accessed via the Transition to high school 2020 page on the Bury TSA website

<https://www.burytsa.co.uk/developing-teaching-learning/transition-high-school-2020>

**Please promote this page to pupils and parents through direct communications, and social media links.**

We are asking all Bury high schools to add a link to the Bury Teaching Schools Alliance website and/ or make resources available on their websites so that pupils and parents can access these readily and explore the websites further; particularly the Year 6 pupils who remain at home. We ask that primary schools promote the relevant high school websites.

**Note: Some high schools have issued their own bespoke materials and this work is not intended to duplicate this.**

## Bury Schools Transition 2020: Addressing the Bridges

Transition Bridge	All schools are asked to:	Aspects of transition bridge being promoted	Notes
<p><b>Personal and social needs</b></p> <p><b>Engaging pupils</b></p>	<p>All high schools should have an available virtual tour on their website, and a virtual parents' resource replacing open evening. This should take the form of a FAQ area, and a means of parents or pupils asking individual questions. Where possible, high schools should promote links to these resources via social media.</p> <p>All primary schools should ensure their Y6 children take part in preparatory sessions/ lessons on their personal and social needs, ideally "Be Awesome, Grow Big".  <a href="https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-in-association-with-pixl/">https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-in-association-with-pixl/</a>                      The resources are based on bestselling children's books <i><b>You Are Awesome</b></i> by Matthew Syed and <i><b>Go Big: The secondary school survival guide</b></i> by Matthew Burton. Note: It is <b>not</b> necessary to have the books in order to complete the sessions. If necessary, pupils might just complete the first 3 or 4 of the 9 sessions or primary schools may choose to select the sessions most appropriate to their school community. These sessions are to be carried out whether or not pupils are in school. The parent resources for "Be Awesome, Grow Big" should be promoted by the primary school to parents.</p>	<p><b>Personal and social needs</b>                      Virtual high school induction experience with clear purpose and outcomes.</p> <p>Parents have an opportunity to remotely discuss transition with secondary school staff.</p> <p>Specific arrangements in place to support pupils for the term leading up to transition</p> <p><b>Engaging pupils</b>                      Pupils are prepared for secondary school with an awareness of the opportunities and experiences they can expect</p>	<p>7 high schools already have a virtual tour on their website, and 8 already have Q&amp;A. Others are in preparation.</p> <p>This is the key area of focus this year because of the mental health implications of the pandemic. There is a need to support all pupils, whether in school or not, and whether or not they have internet access.</p> <p>Individual schools can do more, but we want this to be the minimum entitlement.</p>
<p><b>Joining up the curriculum</b></p> <p><b>Engaging pupils</b></p>	<p>Working with primary schools, and making use of their websites, high schools will ascertain the gaps in coverage caused by the school closures.</p> <p>Primary schools to provide one or more <u>named and dated</u> samples of each Y6 pupil's work demonstrating the quality of their usual work (pre-lockdown if necessary) and provide in scanned or physical form to high schools.</p> <p>Primary schools to promote the common resources in English, mathematics and science however materials provided by individual feeder high schools should be prioritised. Note: This work could be completed in school or at home during term time or in the summer holidays.</p> <p>High schools use this information and incorporate into their plans for autumn 2020 and beyond.</p>	<p><b>Joining up the curriculum</b>                      Shared understanding of the quality of work expected, by sharing samples of work.</p> <p>Joint projects and cross-phase activities.</p> <p>Secondary schools receive and build on curriculum maps for KS2 and adapt Y7 curriculum accordingly.</p> <p><b>Engaging pupils</b>                      Pupils develop a learning portfolio which describes them as learners and gives samples of achievements. This is shared with the secondary school and extended during Y7.</p>	<p>Individual schools can do more, but we want this to be the minimum entitlement.</p>

## Working groups

Our thanks to all those teachers and school leaders engaged in the transition process, and with a special mention to Woodhey, Parrenthorn and The Derby High Schools for the common resources for maths, science and English. Particular thanks go to those who have contributed to this proposal in the relevant groups.

<b>Supporting personal and social needs</b>	<b>Joining up the curriculum, sharing pedagogies</b>	<b>Engaging pupils</b>
Caroline Haughton and Kay James, St Thomas's CEP  Shirley Whittle, Holy Trinity CEP  Liz Crookall, Ribble Drive  Nicola Owen, St Margaret's CEP  Rebecca Wilkinson, St Paul's CEP  Phil Guest, Bury CE High  Duncan Blythe, St Monica's RC High  Gill Dean, The Derby High	Jessica Buckley, Park View  Rio Reghai, Peel Brow  Emma Mullineux, Springside  Natalie Hunter and Rebecca Davison, Hazel Wood High  Helen Mather, St Gabriel's RC High	Joanne Lilley and Julie Houghton, Woodbank Primary  Jenny Jolley, St Mary's CEP Hawkshaw  Matthew Garside, Unsworth Primary  Daniel McKeown and Beth Kenny, The Heys School