



The Transition Bridges

The concept behind the Transition Bridges is based on the *Key Stage 2 to Key Stage 3 Project* (Mouchel Parkman/ DfE 2005). This provides a self-evaluation framework for primary and secondary schools based on important aspects of transition.

This *guidance* assumes the **Focusing** stage is a given, for all the schools working together.

Extending the bridge provides further, deepening levels of potential co-operation.

*Please note that the following bridge has been omitted from the work planned for Summer 2020 transition.

Transition bridge 1: Managing pupil information



Transition bridge 2: Supporting personal and social needs

Focusing

Virtual high school induction experience with clear purpose and outcomes

Parents have an opportunity to remotely discuss transition with secondary school staff

Special arrangements at start of school year with particular attention to disadvantaged pupils and those with SEND

Extending the bridge

Parent and pupil guides for new entrants

In partnership, identifying and responding to pupils with particular difficulties, needs or strengths

Using information on social groupings within primary schools to create class groups

Quality information to parents about the pastoral support and differences in the school

Robust anti-bullying policy is made explicit to pupils and parents and implemented effectively

Specific arrangements in place to support pupils for the term leading up to transition

Specific arrangements in place to support pupils for first half-term following transition

Parents and pupils are effectively briefed about transition, with opportunities to feed back on the reality for them

Pupil peer mentoring

Year 7 pupils to speak remotely to Year 6 pupils about the experience of transition



Transition bridge 3: Joining up the curriculum

Focusing

Shared understanding on the quality of work expected from Year 6 and Year 7 pupils in across the curriculum by sharing samples of work

Two-way dialogue and discussion between primary and secondary schools on similarities and differences in the curriculum.

Extending the bridge

Primary schools provide a curricular target for every pupil leaving Y6, in maths, reading and writing

Established process to support “reading to learn” across the curriculum, e.g. use of Star Reading, Accelerated Reader

Joint projects and cross-phase activities. Other joint provision may also include bridging units.

Cross-phase events which are part of a planned programme.

Quality information to parents about the curriculum. This shows what will be taught and how continuity with primary school curriculum is ensured.

Common understanding of progress expected of pupils during transition years.

Discussion of individual pupils’ learning needs supports secondary school’s planning of intervention programmes.

Cross-phase teaching, i.e. common curriculum topics that span Year 6 and Year 7.

Summer schools..

Secondary schools receive and build on ‘curriculum maps’ for Key Stage 2 from feeder primary schools and adapt Year 7 curriculum accordingly.

Joint planning of curriculum.

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.

Innovative cross-phase projects, e.g. creativity, dance, drama, ICT, thinking skills.

Teachers using their skills and knowledge to support curriculum design in other phase



Transition bridge 4: Sharing pedagogies

Focusing

A common language for discussing teaching and learning, e.g. use of terms such as “learning objectives”, “plenary”, “response partner”, etc.

An appreciation of the differences and similarities in primary and secondary schools’ approach to teaching and learning.

Extending the bridge

Recognition and celebration of differences in teaching and learning, e.g. access to specialist teaching and resources.

Quality information to parents about teaching and classroom practice.

Joint training programmes and professional development on teaching skills.

Support and sharing of expertise from one phase to another is in place using SLEs or other skilled practitioners

Policies on teaching and learning shared across phases.

Common approach to learning environments, e.g. accessibility of resources, use of display to promote learning, arrangement of classroom furniture, etc.

Active preparation of pupils to meet new ways of working.

Joint training programmes and professional development on teaching skills.

Schools in both phases evaluate and adapt their joint approach to transition - taking account of the views of pupils, teachers and parents.

Teachers using their skills and knowledge to support teaching in other phase.



Transition bridge 5: engaging pupils

Focusing

Pupils are prepared for secondary school with an awareness of the opportunities and experiences they can expect

Extending the bridge

Schools take account of pupils' attitudes and approach to learning, e.g. using PASS, Pupil Attitudes to Self and School

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 Year 7.

Pupils are empowered to proactively contribute to the transition process and are viewed as active participants, e.g. suggesting improvements and identifying barriers to successful transition.

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'.