

2020 Primary to Secondary Transition

Good Practice Guide

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**Appendix 1 -** Safe data transfer through the LA Admissions Team

**Also included with this guide** - The Enfield LA 2020 Primary to Secondary Transition Pack

**Please note:**

This good practice guide is should be read in conjunction with the guidance for transition for SEND learners.

It is part of a suite of good practice guides which also includes:

* A good practice guide for children entering Nursery and Reception and moving into Year 1
* A good practice guide for young people moving from Year 11, 12 and 13

**Background**

In usual times, transition of children in to and out of school and between key stages is a key consideration for all schools. However, in this unprecedented time, when children will have been absent from school for a number of months and had a varying degree of educational input as well as very different and sometimes difficult home experience, the issue of transition for all children, but especially those at key points in their educational journey, will be even more important.

Moving from one year-group to another can be a difficult time for many children, in particular those who have additional needs. This year, however, even greater consideration will need to be given not only to what children know and can remember but also how they feel and how they are able to process what has happened to them and others during their time away from school, which might include bereavement or significant financial hardship. Consideration will also need to be made as to children/young people’s ability to adapt to returning to and being in school. How we support the wellbeing and resilience of all children and young people, as they return to school, will be key to their success not just this year but in years to come.

Transition from primary to secondary school for some children will need particular attention. How these children are supported will, in some cases, be very different from their peers. Their needs and how they are met during this time will need to be discussed and agreed with the relevant teams within and between schools and, where appropriate, the LA. These will include:

* Children with additional needs including those with EHCPs
* vulnerable children (including LAC and CiN children)
* Children coming new to the LA who have been placed in a primary school, but have not yet been able to attend

To this end a working party of both primary and secondary heads in conjunction with the Head of Curriculum and Standards and the Service Manager for Admissions have explored a number of options for children moving from Year 6 to Year 7. The outcomes from that working party form the basis of this good practice guide. We hope you find it useful and will use the ideas and resources enclosed to support all of Enfield’s Year 6 children as they move into the next phase of their education and that it provides a simple and easy transition model for both primary and secondary schools and academies and for Year 6 children and their parent/carers.

**A suggested way forward**

Year 6 links with and ‘visits’ to secondary schools

Secondary schools might like to consider:

* The use of ‘transition tutors’ and ‘transition groups’ to replace form tutors and form groups if social distancing rules necessitate that smaller numbers of children are brought in together in lieu of the traditional form tutors in the initial few weeks
* Video messages sent by ‘transition tutors’ to the Year 6 children who will be in their ‘transition groups’. These video messages could include the following:
  + Welcome to… school/academy, we are really looking forward to you joining us
  + My name is … and I will be your transition tutor.
  + My role in school is…
  + When I’m not in school I enjoy…
  + I have seen the transition pack that your primary school has given to you and we are really looking forward to learning more about you/I know that you will are working hard and completing the work that your year 6 teacher is setting you

These could be followed up with additional ‘updates’ from the tutor, with quizzes, challenges or ‘fun facts’.

* Where appropriate, physical visits to secondary schools for identified groups of children (SEND, vulnerable), government and LA guidance permitting, to enable them to begin to get to know the school and lessen any stress and anxiety this significant change may bring if this can be safely managed and agreed with parent/carers
* Virtual ‘tours’ of the school to enable children to begin to map out their new school and see their classrooms

An Enfield Wide Year 6/7 Transfer Pack

The idea of a transition pack is not a new one, however, during the current time, it provides a useful and purposeful set of activities for children to complete, as a mixture of home and school learning. It was designed by SEYIS and agreed by the working party.

* The transition pack will be sent electronically to all primary and secondary schools and academies
* The LA will print and distribute hard copies of the pack, to all primary schools and academies, ensuring that there is a copy for each Year 6 child

We would like to suggest that:

* Primary schools complete the transition packs with their children in a mix of in school and home learning, in line with government/LA guidance on returning to school
* Secondary school ‘transition’/form tutors and headteachers acknowledge the completion of the pack and, where possible/available talk to the children about them. There is no expectation that this pack will be marked by the transition/form tutor

Please note: The pack is not designed to replace any materials already provided to feeder primary schools by individual secondary schools but will work in conjunction with them and give teachers an opportunity to see where a child is at the time of completing the pack.

Primary data and data transfer

* Transition forms should be completed by primary schools and sent to secondaries using Year 6 teacher assessment data as knowing where children were in their learning before schools were closed and sharing that with secondary schools is still important. It should be noted that this would not necessarily be where children will be at on their return
* We suggest that teachers submit the data from the last data take on their Year 6 children, as predicting where they might have been/the short timeframe make this the preferred option
* The LA will enable the safe transfer of the primary transfer data between primary and secondary schools through the LA Admissions Team, where this cannot be safely done by schools where teachers are submitting data from home. Guidance on this appears in Appendix 1
* Secondary schools can then use this data in conjunction with the usual tests conducted in Year 7, which may include both CATs and SATs, in the context of considerations about whether this might place additional stress on children

Additional points for consideration**:**

* There will be a disparity in the engagement of Year 6 children in work set and, indeed, their ability to complete it which is likely to impact on learning and will make general assumptions about what children know when they reach Year 7 unfeasible
* Secondary schools may need to think about what primary schools would have been teaching their children in the final terms. Year 7 teachers and the leaders who support them may need to adapt their Year 7 curricula accordingly to bridge learning gaps. Exempla plans could be provided by primary schools to support this, to be used in conjunction with the National Curriculum documentation

**Appendix 1** - **Safe data transfer through the LA Admissions Team**

As a temporary alternative to the normal mechanism for transferring pupil information between primary and secondary schools, staff in Admissions will act as the online Postal Service in relation to secondary transfer.

Schools already receive information from the Admissions Team through Egress, the Council’s secure email system. School staff should send their reports using their own school’s secure network to the member of the support staff with access to Egress. This is usually the staff member who deals with admissions.

Reports should be grouped by secondary school and forwarded to the Admissions Service through Egress. Please be mindful that it may not be possible to send emails with attachments over 8MB through your system so it may be necessary to send multiple emails to the Service. Not perfect, but this is a quick temporary fix. The information will then be passed onto the relevant secondary school.

When emailing, please make sure you save the child’s report with the name of the secondary school and then the child’s initials e.g. ENFIELD COUNTY PT.

The information must be sent using Egress to the following email address:

[School.Transition@enfield.gov.uk](mailto:School.Transition@enfield.gov.uk)

**Please do not use any other email address you have for the Admissions Team**.