



Transition between Key Stages

Key Stages 2-3

For pupils to build on successes from their primary education and to make good progress in learning across the three years of Key Stage 3, they need to experience:

- progression – where learning builds sequentially on what has been learned previously and shows an upward gradient in demand as pupils move from year to year. **A useful site to explore KS2 is <http://www.nc.uk.net/>**
- continuity – where planned links and similarities ensure that there are no unnecessary jumps and gaps in pupils' learning or repetition.

The Standards Site

There are three main foci for LEAs within the context of effective liaison at the Key Stage 2/3 interface: pastoral issues; administrative details and curriculum links.

- **Pastoral issues** are concerned with addressing younger pupils' fears of 'big school'. These concerns may include not being in the same class as their friends, worrying about 'initiation' ceremonies or simply getting lost.
- The **administrative aspect** tends to be focused solely on the efficient transfer of pupils' personal and academic details between schools. There is a strong move towards more effective use of ICT to lighten this load. There is little mention as to how the data should be used once received.
- The **curriculum focus** has two distinct dimensions. The first relates to reducing the chance of gaps being left in specific subject knowledge or the avoidance of repeating topics. While the second addresses the potential change in teaching and learning style experienced by pupils when they change from primary to secondary school.
(<http://www.local.dtlr.gov.uk/research/beacyr3/education/04.htm>)

What we do at Finham Park School

- Primary heads liaise closely with Head teacher, and Deputy Head in charge of transition.
- Open Evening in September of Year 6.
- Year 7 pupils visit Year 6 and give presentations in their schools
- G&T projects eg. Summer School
- Curriculum development work in KS2 eg. PE by Jo Pearson
- Access to Finham Park by Year 6 pupils eg. Author days and ICT club
- Link projects – transition in Humanities
- Use of data from Primary schools to influence grouping – SATs , Teacher assessment data
- Transition evening in July –meet tutors and hear from key members of staff
- Mentor contact in November after first progress check to discuss settling in period.
- Humanities focus of getting to know the school and each other in first term.
- Peer mentoring available by Sixth Form.
- Vertical mentoring groups help support year 7 pupils through buddying.

Key Stage 3 to 4

There is significantly less information about this area. The following are examples of good practice from the Beacon Council's Site;

- **Seamless curriculum and continuity of teaching and learning styles**
A Midlands County Council highlights the need to develop an appropriate work ethic - teacher exchange activity should be used to model the lesson structures and learning 'conventions'. Ideally, there should be a common teaching and learning policy across high and upper schools. Accelerated learning has had an impact in some secondary schools in this County through its focus on classroom climate.
- **Pastoral care**
A Midlands County Council includes counselling in the induction to ensure good communication between teachers and pupils, especially focusing on teachers showing an interest to pupils and listening to them.
- **Peer mentoring**
Currently one Midlands County Council has a peer-mentoring programme, Year 10 pupils were mentored by Year 11 pupils. This LEA is going to involve Year 10 pupils in supporting Year 9 pupils through transfer by developing a programme of 'future counselling'.
- **Target setting to pastoral as well as academic sphere prior to transfer**
A Midlands County Council has suggested applying 'target-setting' to pastoral as well as the academic sphere prior to transfer so that pupils have a set of personalised aims focused on the transfer experience itself and how best to manage/learn from it. They have used video diaries as a means of conveying information across the phases and to minimise logistical problems.

What we do at Finham Park School

- Parent Information evenings –Director of Key Stage 4 and key staff talk to parents about transition process
- Pupils can sign up for taster sessions in subject areas not taught at KS3.
- Time spent in curriculum areas discussing KS4.
- Subject assemblies
- Mentor time given to support decisions made for Options
- Teacher responsible for 14-19 curriculum mentors pupils struggling with aspects of transition.
- Alternative Curriculum developed for pupils with differing needs.
- Consistent approach of BfL and AfL.
- Consistency of Pastoral Team.
- Support from Connexions team.

Key Stage 4-5

Transition into Post 16 appears to not excite many authors and guidance is thin on the ground from web research.

What we do at Finham Park School

- Parent's information evenings
- Mentor interviews with individual students
- Connexions interviews
- Taster days – explore AS subjects
- Work experience in Year 10
- Time spent in curriculum areas introducing subjects
- Open Days and Parents Evenings available from Colleges
- Subject assemblies

Some questions to consider:

- Why do we spend time on transition work?
- What are the problems when it goes wrong?
- How could the school be more effective?