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<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date:</b> 02 November 2010
<b>Report By:</b>	<b>Corporate Director Education &amp; Communities</b>	<b>Report No:</b> EDUC72/10/AR
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<b>Subject:</b>	<b>Transition from Primary to Secondary School</b>	

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Education and Lifelong Learning Committee of the new Transitions Policy (*Moving On with Confidence in Inverclyde*) that has been developed to support pupils as they move from primary school to secondary school in Inverclyde.

## 2.0 SUMMARY

- 2.1 This Transitions Policy, produced to support pupils as they move from primary school to secondary school, follows the successfully implemented Transitions Policy entitled '*Moving from Early Years' to Primary School with Confidence in Inverclyde*'.
- 2.2 The Policy provides advice on transition activities, support for pupils with Additional Support Needs, the Induction process, transfer of information, and self-evaluation of transition arrangements.
- 2.3 The Policy refers to Inverclyde Council's ***Policy on Admission and Pupil Placement in Mainstream Schools (November 2009)*** in relation to pupil participation in transition activities.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Lifelong Learning Committee agree the Transitions Policy – *Moving On with Confidence in Inverclyde* - for implementation across all Inverclyde primary and secondary schools.

**Albert Henderson**  
Corporate Director Education and Communities

## **4.0 BACKGROUND**

- 4.1 After a substantial consultation with all stakeholders it was recognised that there was existing good practice in the area of transitions. However, it was also recognised that this good practice was not always consistent across all schools. This policy will help to address this inconsistency.

## **5.0 CONCLUSIONS**

- 5.1 It is proposed that the new policy will ensure that children and parents are confident in their understanding of the new settings or stages, and are aware of support and contact arrangements.

Children's personal reviews of progress and other personal profiles and plans will follow them into their new setting.

Children and young people will be familiarised with new settings and key staff prior to transition.

## **6.0 IMPLICATIONS**

- 6.1 Finance  
No implications.

- 6.2 Legal  
No implications.

- 6.3 Personnel  
No implications.

- 6.4 Equalities

This policy will promote equality of opportunity for all children moving from primary school to secondary school within Inverclyde.

# MOVING ON WITH CONFIDENCE IN INVERCLYDE

## TRANSITIONS – Primary to Secondary

**Rationale** between the major stages in education are among the most significant of all transitions.

Transitions are important in all of our lives, no matter what our age. The transitions Curricular and pastoral continuities in transition are critical for children's capacity to learn effectively as they enter new stages of their education. Supporting children through transitions is vital to their health and development. Times of transition and change mark important beginnings and endings and can generate a variety of feelings.

**“All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, for example from pre-school to primary or from secondary school to college.”**

**Building the Curriculum 3 – The Scottish Government,  
Edinburgh 2008**

All procedures and practice between establishments in Inverclyde should be built on this principle.

Education Services recognises that there are benefits to be gained when colleagues in the primary and secondary sectors share their knowledge, skills and understanding. Transition is an important time in the educational experiences of learners and it is appropriate that by working collaboratively Heads and their staffs improve pupils' understanding of how secondary schools operate and take steps to support progression in learning.

The key to effective transition is effective partnership between primary schools, secondary schools, pupils and parents/carers. Transition is a process. It should not be seen as an end in itself. This transition process should begin in the upper years of primary school and continue into early secondary 1. Children and their parents/carers should have an opportunity to celebrate their achievements in their primary school years and look forward with confidence to starting secondary school.

**Close liaison between schools and other service providers at transition points helps children and young people to feel personally prepared and helps children, young people and parents understand the support arrangements between providers.**

**Happy, Safe and Achieving their Potential, SEED 2005**

# MOVING ON WITH CONFIDENCE IN INVERCLYDE

## PROCEDURES

Standards for personal support in schools as detailed in *Happy, Safe and Achieving Their Potential, SEED 2005*, show the outcomes for transitions as:

1. Children and parents/carers are confident they understand new settings or stages and are aware of support and contact arrangements
2. Children's personal reviews of progress and other personal profiles and plans follow them into their new setting
3. Children and young people are familiarised with new settings and key staff prior to transition.

When constructing any programme of primary/secondary liaison, establishments must take account of the Council's policy on admissions and placing requests. Particular note should be taken of the timescales associated with decisions on the transfer of pupils from primary to secondary school. Clusters of schools should not arrange activities which give parents/carers or pupils the impression that decisions have already been made on transfer arrangements. Pupil and parental expectations should not be raised that where a placing request is required it will be granted automatically. It would be reasonable for establishments to devise programmes in three parts.

- (i) Generic programme which informs pupils about secondary school and how the curriculum is organised.
- (ii) An induction programme.
- (iii) Transfer of information procedures.

The desirable outcomes for the children and their families are that

- All relevant and useful information is passed from one school to another
- Parents/carers are aware of the personnel involved and how to contact them
- Children have experienced a move from primary school to secondary school which has supported their sense of well being and confidence.

# MOVING ON WITH CONFIDENCE IN INVERCLYDE

## Transitions ASN

Effective planning and close communication among all relevant persons helps to promote a shared understanding and ensures that any required action is co-ordinated appropriately.

The Education (Additional Support for Learning) (Scotland) Act 2009 requires education authorities to seek and take account of relevant advice and information from other agencies no later than 12 months before the child who has additional support needs is expected to have a change in school education. This means that schools will require to start preparing for the transition to secondary school earlier than 12 months prior to transition.

Schools require to take account of the following principles of good practice when planning for the transition of a child with additional support needs to secondary school:

- An initial transition planning meeting will be held before the end of Primary 6
- This meeting will involve appropriate staff from the receiving secondary school, other agencies involved along with the parents/carers and the child. It should be noted that the receiving school at this stage should be taken as the secondary school associated with the child's home address
- Parents/carers will be part of the planning process and their views will be sought and taken account of.
- Schools will plan to ensure that the necessary support is in place for children who have additional support needs to help them through the transition phase to their new schools
- Where a child has a co-ordinated support plan, any anticipated change in the statutory co-ordinator will be discussed with the child, parents/carers and a secondary representative.

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## **Transition:**

Liaison activity which takes place prior to decisions on transfer i.e before 30<sup>th</sup> April should deal with generic issues pertinent to secondary education.

Establishments should work in partnership to develop meaningful opportunities for primary pupils to become involved in the life of the associated secondary schools. The purpose of these would be to give pupils a flavour of the secondary school experience.

Details of this programme should be included in an information leaflet given to parents/carers at the start of Primary 7. This leaflet should emphasise to parents /carers that entitlement to transfer to a secondary school is as stated in the ***Policy on Admission and Pupil Placement in Mainstream Schools (November 2009)***.

In particular, parents/carers should be made aware that in the case of those pupils who do not have an automatic right to transfer to the secondary school involved in the transition activities that participation in these activities is not an indicator that the placing request will be successful.

In partnership with a selection of staff from both sectors and in consultation with parents/carers suggested minimum activities for the Transition Process have been agreed.

<b>Activity</b>
Regular cluster meetings
Sharing pupil information
On-going curricular input as agreed at cluster level
P7 Parents/carers information evening
P7 Visit to associate secondary to gain experience of how a secondary school functions
Active schools transition events e.g. Sports Hall Athletics
Newsletters issued to pupils to gain an insight of types of activities available in a secondary school
Visit of SMT to P7 to explain structure of a secondary school
Meetings for A.S.N. pupils with appropriate professionals to plan for transition

# MOVING ON WITH CONFIDENCE IN INVERCLYDE

## **Induction:**

In addition, each cluster should develop an Induction Programme.

All liaison activity should deal with generic issues pertinent to secondary education prior to placing request decisions by 30th April.

Establishments should work in partnership to develop meaningful opportunities for primary pupils to become involved in the life of the associated secondary schools. The purpose of these would be to give pupils a flavour of the secondary school experience.

Parents need to be made aware that entitlement to transfer to a secondary school is as stated in the **Policy on Admission and Pupil Placement in Mainstream Schools (November 2009)**.

In particular, parents should be made aware that in the case of those pupils who do not have an automatic right to transfer to the secondary school involved in the transition activities that participation in these activities is not an indicator that the placing request will be successful.

Education Services will issue handbooks in December at the time of advising parents/carers of the school their child should transfer to in August.

In partnership with a selection of staff from both sectors and in consultation with parents/carers a series of events for the Induction Process has been agreed.

<b>Event</b>
Pupil Support staff visit P7 in school
S1 Pupils visit to talk to P7
Pre-transition visit for ASN pupils
Information Evening for parents/carers
SMT attending P7 Parents/carers' Evening
2 Day Induction visits
Transfer of information
Feedback to primary staff about how pupils are settling in e.g. Tracking Reports, Awards

The experience offered by each establishment will vary according to the organisational constraints presented by staffing and accommodation.

# MOVING ON WITH CONFIDENCE IN INVERCLYDE

## **Transfer of information:**

*The key purpose of transfer of information is to ensure a shared conceptual framework of learning and of the child as a learner that offers each child, and their parents/carers, the continuity and progression that is necessary for effective transition.*

A key element of both curricular and pastoral continuity is the account that each setting is able to take of the children's previous learning and of their experience. The child's previous learning should be recognised and built on. Effective new learning builds on what has gone before. Whatever the format this information takes the following principles must be followed:

1. The information must give a clear picture of the child as a learner
2. The information must give a clear picture of the child as a person

Equally importantly, this paperwork should only be part of the communication system. It is also important that there is an opportunity for staff from both sectors to meet to discuss pupil progress. This is of particular importance when a child has additional support needs or the process of staged intervention has begun. Transition arrangements for children with additional support needs are detailed in Inverclyde Council's Policy for Staged Assessment and Intervention and Transitions (2008). In best practice staff should also meet several weeks after the transfer to share the children's experiences.

At various stages in a child's education there is vital information which needs to be recorded and stored. The child's Personal Record of Progress (PRP) is the appropriate place for most of this confidential data, and all establishments have clear guidance on the storing of such information. However from time to time there is information which is relevant at one particular stage, for example, deferred entry, which may also have relevance at later stages in the child's education. For this reason it has been decided to implement a simple format which will indicate to a teacher or school that such information is held in the file. This form would be started in early years and proceed with the child until they leave secondary education. (Appendix 1) In the future this information may be stored electronically.



# MOVING ON WITH CONFIDENCE IN INVERCLYDE

## SELF EVALUATION

*A Curriculum for Excellence* sets out the aspiration for all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. Effective transition arrangements can and should ensure the progressive development of all four capacities. It is important that establishments use the quality indicators contained within How Good is our School 3 to evaluate the impact on children's learning and cross-sector partnerships as well as on pastoral care and emotional and social well being. By building on the strengths of the transition process establishments will be able to contribute to improvements in the quality of learning and teaching, widening achievement and raising attainment.

### Some reflective questions for self –evaluation

- Do staff in both primary and secondary schools have opportunities to share and plan curricular experiences?
- Do children have sufficient opportunities to find out what secondary school will be like?
- Do they have a chance to welcome the adults who will be responsible for them in their future school into their present setting?
- Do they have a chance to experience all aspects of the new secondary school?
- Are there opportunities for older pupils to show them round and tell them what it will be like?
- Do they have a chance to socialise with other pupils, or to have lunch with them before this becomes a regular feature of their day?
- Will the children be able to discuss the contents of their primary portfolio with their Guidance teacher in their early days in secondary school?
- Do teaching staff have sufficient access to information about a pupil's learning prior to the start of term to ensure a child's previous learning is recognised and built on?
- What steps do we take to update staff from associated primaries about the progress pupils are making in secondary school?

# MOVING ON WITH CONFIDENCE IN INVERCLYDE

Name: \_\_\_\_\_ D.o.B \_\_\_\_\_

Deferred entry       Early Entry       Glasses       Left-Handed

	Pre5	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
Absence Rate														
Term Holidays														
Exclusions														
Staged Intervention														
Integrated Assessment														
Outreach Support														
Learning Support														
Health Issues														
Partner Agencies														
EAL														
LAAC														
Music Instruction														
27 September 2010														