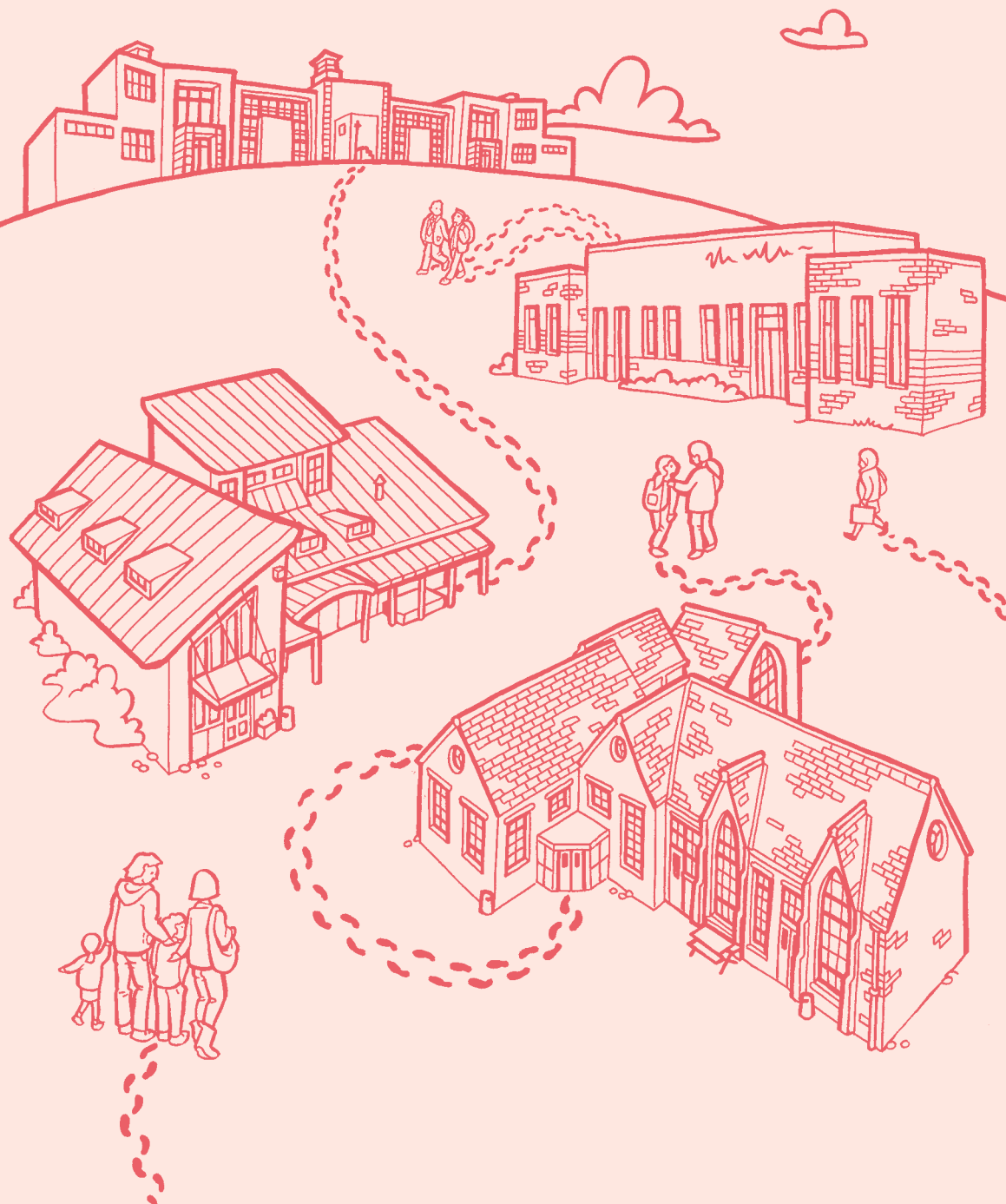


Transition Practice in Norwich schools

Revised edition 2022



Norwich
Opportunity Area

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Foreword

from the Chair of the Norwich
Opportunity Area Partnership Board

Schools in the Norwich Opportunity Area are collaborating on a range of projects to ensure no child will miss out on the great opportunities primary and secondary schools offer. Nowhere in the programme is this more evident than in the work being done around improving Y6-7 transition, the move from primary to secondary schools. For example, headteachers have agreed on a single week in July 2020 for transition events between Year 6 and Year 7, ensuring every child can get the best start in their new school.

Headteachers have also agreed that despite the different approaches they may have to collecting and sharing data on children's progress, this year they will use common measures to transfer information between primary and secondary schools to ensure children start Year 7 with their teachers understanding where they got to in their work by the time they left primary school.

Schools are also committing to developing common 'bridging work' that starts while pupils are in Year 6 and continues in Year 7.

This provides another way for their teachers to understand the level of work that children have previously been used to achieving. They have also set up more opportunities than before for teachers and leaders in secondary schools to visit their counterparts in primary schools, and vice versa.

This work represents a very strong commitment from local education leaders to help all children succeed as they move between schools. This guide provides more detail about the work that many of these schools do to prepare and welcome children and their families as they move between Key Stages, Year groups or schools, and I hope that you will use it as a stimulus to continue to share good practice – many thanks to all who have contributed to it and inspired us all to make children's experience of transition in Norwich as good as anywhere in the country.

Tim Coulson
Independent Chair of the Norwich
Opportunity Partnership Board

Why have we produced this guide?

In 2016 Norwich was identified in the Social Mobility Index as 323rd of 324¹ local authority districts in England in terms of the chances that a child from a disadvantaged background will do well at school and get a good job. The Index examined a range of measures to shed light on which are the best and worst places in England in terms of the opportunities young people from poorer backgrounds have to succeed.

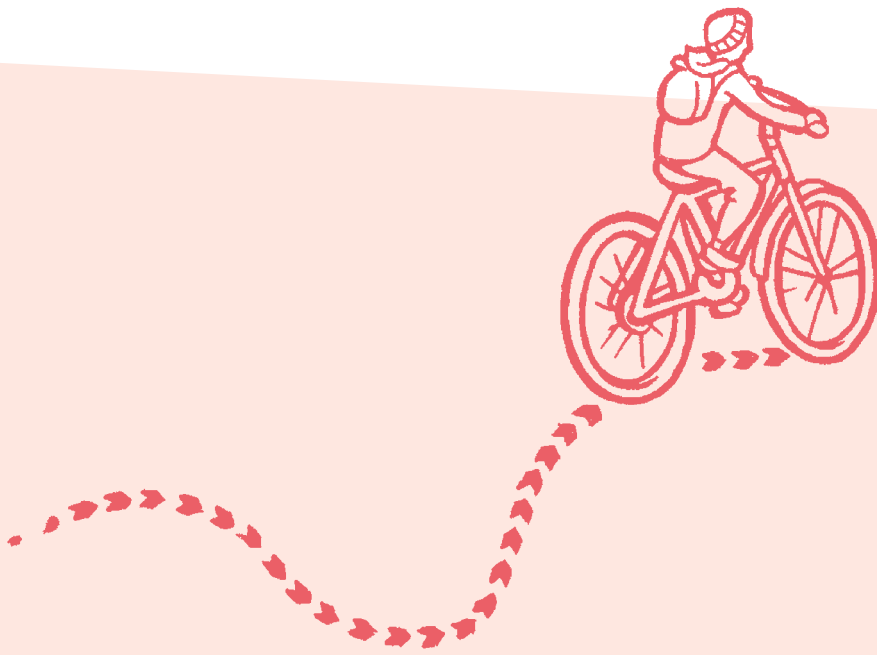
In response Norwich was designated as an “Opportunity Area” and has benefited from funding to address key issues that affect children’s success in school, and beyond. Across a range of priorities for education, a key aim has been to improve the support around children as they move between schools and key stages, in the hope that this will enable them to achieve better and will reduce levels of fixed and permanent exclusions in the city’s schools.

This document is part of our collaboration work with primary and secondary schools in Norwich and is intended to encourage sharing ideas between schools to offer everyone a rich and informative way to approach their own unique transition needs. Please have a read of the different approaches these schools use and contact the named lead staff for further information or to organise a visit to see it in action.

Emma van Deventer
NOA Transition Project Manager

NB: Be aware, at time of printing all interschool visits and transition work Spring-Summer 2022 may be restricted under current COVID guidance.

1. <https://www.gov.uk/government/publications/social-mobility-index>



“It has been a real pleasure to have primary colleagues visiting and working with us in our Secondary Academy setting. In return the offer of sharing practice within the primary settings has been a powerful insight into collaboration around transition and understanding of the barriers created by lack of connections across the curriculum, but also the great practice that both primary and secondary have to offer. This is key to moving our young people forward across Norwich. Together we CAN provide a clear pathway to our students learning, divided we are working alone. It is with shared understanding, collaboration and new learning that we are able to be the best versions of ourselves. Every child, same chance.”

**Paul Collin - Headteacher
City Academy Norwich**



City Academy Norwich

Base Camp Transition between: Year 6 and Year 7

At City Academy Norwich (CAN) we believe transition is a journey not an event. A smooth transition supports students to feel welcome and secure at their new school, and ensures success both in terms of student wellbeing and academic success. Our Transition Team is made up of members of the Senior Leadership Team (SLT), Leaders of English, Maths, and Science, the Year 7 Progress Leader, as well as Year 7 form tutors.

The transition team continue to support students up until their Graduation Ceremony at the end of year 7. We ensure we provide opportunities for students to meet members of staff and get to know the Academy before they arrive at CAN. Students from year 5 and 6 are invited to our open day, and we work closely with our feeder schools to provide opportunities for students in year 5 to meet teachers and visit the school.

In year 6 we ensure that a key member of our transition team visits every single child at their primary school. We work closely

with the teachers at their primary school to ensure that children continue to make good progress in between year 6 and year 7. Working closely with our feeder schools and other primary schools across Norwich has allowed us to create Curriculum Bridging Projects (delivered both at primary and at CAN) in core subjects to prepare students to make a smooth academic transition. At the beginning of their journey is our 'Get ready' transition week on 11th July. This is an exciting event where children can get to know the Academy, each other, and their new teachers.

During the Summer we offer the opportunity for students to attend our 'Base Camp' event, which is another fantastic way to get to know other students, staff, become part of our community and create lifelong memories. When students arrive at CAN in September they will have some time in the Academy in their 'Set off' week. This gives them time to work out school routines, understand their timetable and meet key members of staff. Lessons are written and

CITY
ACADEMY
NORWICH



City Academy Norwich is a secondary school and sixth form in the south west of Norwich and part of the Bohunt Education Trust.

delivered by senior members of staff and focus on our Academy ethos, values and core principles.

At the end of year 7 students attend their 'Reach the Summit' Graduation Ceremony event where they are presented with a Graduation certificate supported by an audience of teachers, parents and carers. Throughout their transition, the transition team track students progress across all subjects and correlate this with information provided by their primary school teachers, to ensure no child is left behind.

**For more information contact:
Hannah Boag, Lead Practitioner,
hannah.boag@cityacademynorwich.org**



Sewell Park Academy

Family Interviews **Transition between: Year 6 and Year 7**

During June and July we run family interviews. We found that families began to worry about what will happen after the Summer holidays and want to make sure the right information about their child has been shared, so we created our family interview programme, both in person and virtually'.

Each family is given the opportunity to book in a meeting slot with a member of the Senior Leadership Team (SLT). There is a prompt sheet for the SLT to use to guide the conversation but equally families can lead the meeting. This is in addition to school to school transition meetings. Parents need to be given the time to share their knowledge of their child. They can share strengths and talents as

well as worries and concerns. The better knowledge we have of the child the more likely they are to be successful.

The meeting is informed by the concerns of the student, which are shared within the meeting. Students can attend if they wish.

The time spent with each family depends on their need, and the meeting is implemented collaboratively by our SLT.

We monitor the percentage of parents who take up the offer. Information from the meetings is shared via the pastoral team to SLT and Year Leaders, who use it to inform planning and understanding the best interaction with parents, which is then also useful for form tutors.

**For more information contact:
Trevor Gannon, Transition Lead,
t.gannon@sewellpark.org**



Sewell Park Academy is a secondary school in the north of Norwich, and is part of The Boudica Schools Trust.

City of Norwich School

Transition across the school

**Transition between: Year 6 and Year 7 | Year 9 and Year 10 | Year 11 and Year 12 |
Year 13 and Apprenticeships/work/uni**

Transition is a vital part of our school life and the various programmes we run have been mainly developed in house.

The key stage 2-3 transition process begins in September of Year 6 and runs through to the following September as students join us in Year 7. This activity allows us to give students a taste of high school before making their choices and before open evening. A structured transition process then runs throughout the year. We have visits to CNS from our feeder schools. We also hold open mornings and evenings. CNS staff meet staff and students in every primary school making sure vulnerable students have extra transition visits to CNS. We offer a transition experience for Year 6 students which are confirmed as coming into Year 7 and a meet and greet for their parents as well as a welcome evening for Y7 families in September.

The key stage 3-4 transition programme begins in January of Year 9 and ends in October of Year 10 to tie in with options. We offer:

- Subject assemblies.
- Options evening for parents.
- Taster lessons.
- Careers Education, Information Advice and Guidance appointments.
- Meetings with House Teams.

Post 16

The Key Stage 4-5 transition process begins in October of Year 11 and runs to October of Year 12 to tie in with application deadlines.

- Taster lessons for current Y11 students in March and 6th form induction days in July.
- Meetings with 6th form team.
- Careers Education, Information Advice and Guidance appointments.
- "Help You Choose" day and evening for students and parents.



- Careers fair - organised by school as part of Careers Day for Years 11, 12 and 13. 25 businesses attend and run a series of group workshops and a large careers fair where students visit a variety of stands and chat to employers.

Some of the activities we put on are informed by the concerns of the students from students and from our previous experiences or what worked well. Parental and student feedback measures the impact or success of the programme.

For more information contact:

Jean Tillyard, Assistant headteacher, j.tillyard@cns-school.org or

Andy Innes, Assistant headteacher (NOA School Lead), a.innes@cns-school.org



City of Norwich School
An Ormiston Academy | Excellence in all

[OAT]
Ormiston Academies Trust

Locally known as CNS, this Ormiston Academy is in the south of the city and is one of the largest schools in Norwich, with its own sixth form.



Year 5/6 to Y7 Transition

Transition between: Year 6 and Year 7

We run a comprehensive list of transition activities across the whole academic year with Year 5 pupils and into the Autumn term of Year 6 before our Open Evening and then in the Summer term of Year 6 with our July Transition days. We find this timeline works best to support parent and student choices about choosing and preparing for high school.

Examples of our work in Year 5:

- We take assemblies in our feeder primary schools
- We use student ambassadors to peer read with students in primaries
- We invite students into Hewett Academy to visit for specific activities as part of a programme planned at the start of the year:
 - Pupils are invited to take part in French and Spanish lessons by our Modern Foreign Language department.
 - Pupils get a flavour of maths at secondary school through our maths carousel
 - Opportunities to visit our school and spend time in our library

- Pupils from our feeder schools take part in a 'mini sports' tournament and tennis and netball tournaments
- Our science department offers hands on science sessions
- 'Arts in June' is offered by our art department with a focus on print-making
- The humanities department hosts an Orienteering activity through a treasure hunt for groups of primary students

Examples of our work in Year 6:

- Our senior leadership team visit Year 6s in assembly to meet students and talk about Hewett Academy and invite families to our Open Evening
- Open Evening is held in late September, a chance for students and their parents to visit our school, which we strongly recommend.
- From early March to the end of June, Hewett Academy staff visit each of our feeder schools to meet with our future students joining us in September. Some students may have more in depth visits e.g. by the SEND team if needed.



- Year 6 books are passed to us for core subject teachers to get an understanding of the standard of work, students' strengths and the breadth and depth of work covered. Last year we requested these as part of a moderation event in which all schools were invited to take part.
- Transition Days: In July, Year 6 students come to the school for up to three days to meet staff, take part in activities, and get a taste for life at high school.

THE
HEWETT
ACADEMY
Norwich



INSPIRATION
★
TRUST

The Hewett Academy is a secondary school in the south of Norwich and part of the Inspiration Trust.

**For more information contact:
Mrs Suzy Pearce, Assistant Principal
suzypearce@inspirationtrust.org**

Catton Grove Primary School

‘STAR’

Transition between: Year 6 and Year 7

At Catton Grove Primary we have a transition programme for a small group of Year 6 students, called STAR (School Transition and Resilience). We run this programme after May half term and after SATS. This then leads nicely into their transition days at high school, and encourages children to ask questions. It is specifically for those students identified by staff or parents who feel that a child needs extra support to achieve a positive transition to high school.

We make sure that we get the worries from the student in the first session and then tailor the work accordingly. The resources come mainly from the online source, “Twinkl”. These are generally free online but some resources need a subscription which our school has.

The programme was created by Lisa Turner-Hook in our pastoral team in response to rising numbers of pupils needing more support with the transition to secondary school. It is delivered by the pastoral team on a Friday afternoon.

We start by sending a covering letter to each Year 6 teacher, who are asked to recommend up to six children for each class. Students are taken in groups that reflect the high school they will go to. It runs as one 30-minute session each week for four weeks, but we timetable it for five weeks in case of timetable changes or emergencies and absences. Each session uses a worksheet based on a theme:

- **Session 1:** “My transition to Secondary School”. This session focuses on their favourite things at primary school - to help them review and gain closure; “My Feelings” allows their concerns to be explored, “Moving on Up” allows children to use emoji or words to explain the things they look forward to and the things they worry about.
- **Session 2:** “About your New School”. Using information we have taken from the relevant secondary school websites, we discuss the timetables of their new school, house groups, after school activities, lunch options etc. to set



Catton Grove Primary is a local authority school, and an integral part of its north Norwich community.



expectations and dispel fears. We use a worksheet on travelling to school and timing their journey and discuss the school uniform and why they have it.

- **Session 3:** We look at lessons and expectations about behaviour. Using the relevant school website, we review and consider the behaviour policy from each secondary school. We look at a timetable and subjects, considering which are new and which they are looking forward to. We use the “School Rules” sheet to explain why we need the rules, and the “School Ready” checklist - things pupils will need to prep each day.
- **Session 4:** “Making Friends and Keeping Safe”. Getting to know new people, what is and isn’t bullying, cyberbullying, and where to go for help. We role play and discuss situations children might experience in school and think about how to apply their new learning.
- **Session 5:** “Any Questions?”. We share a “top tips” sheet thinking positively about the move.

2019 was the first time we ran this new programme so we are developing a feedback system for the last session in 2020.

The rest of the Year 6 cohort complete the ‘Future Stars’ project which comes with a workbook created by the University of East Anglia which helps pupils prepare for the transition, including exploring maps of their future schools and planning a route.

We also trialled last year our bespoke ‘High School Experience Week’ in which teachers volunteered to take different classes such as German, Citizenship and Drama. Pupils were placed in different mixed groups, with individual timetables and they could practise moving from room to room accordingly. Pupils reported that it was good preparation and helped them to think more positively about their move. We will be repeating this in July this year.

**For more information contact:
Lisa Turner-Hook, Pastoral Teaching Assistant,
office@cattongrove.norfolk.sch.uk**

Lionwood Junior School

Zap Training

Transition between: Year 2 and Year 3 | Year 6 and Year 7

At Lionwood Junior School we have a transition and resilience programme called Zap for Year 2 and Year 6 which is run after SATS as we find before SATS is just too stressful for the students.

Over six weekly sessions, we use Zap training on assertiveness, facing bullies, and choosing good friends through role play, writing and discussions.

We run the same sessions each year as Zap resilience training is proven to have a positive impact. However, the sessions

and delivery have evolved over the years to better suit student needs. The sessions are delivered by all three Year 6 teachers.

To check its effectiveness, we ask the students to complete a questionnaire at the start about their confidence level, then retest again at the end. From this we have found our results are positive. Transition information is shared with pastoral team.

Zap training and lesson plans can be found at www.kidscape.org.uk

For more information contact:

Sian Stalley, Year 6 Lead, sstalley@istnorfolk.co.uk

Alex Henderson, Key Stage 2 Lead, ahenderson@istnorfolk.co.uk



The Lionwood
Schools Federation
Life-long Learning

IST Inclusive
Schools
Trust

**Lionwood is a junior school
in the east of Norwich.
It is part of the Inclusive
Schools Trust.**

Edith Cavell Academy ^{and} Nursery

Transition

Transition between: Reception and Year 1 | Year 6 and Year 7

Over the coming weeks, many of you may be thinking about the next academic transition, whether this be in the same setting, across key stages, or a bigger move into secondary school. Any change brings opportunities as well as uncertainties, whether it's moving to a new year group or a new school.

At Cavell, we recognise that transition can play a pivotal role in children's wellbeing. It offers an opportunity to alleviate concerns and build relationships to support the next part of the child's journey.

Reception to Year 1

Geographically, our Year 1 and Reception classes are close together. As such, our Reception children are familiar with the KS1 teachers, routines, expectations and outside areas.

We endeavour to ensure a smooth transition from Reception to Year 1 and plan several 'enrichment/ transition' days towards the end of the Summer term. This

provides children, families and teachers an opportunity to start building relationships and seeing what 'life in Year 1' is like.

Year 6 to Year 7

As with many of the primary schools in the Norwich area, we feed into several High Schools. To compliment this, we offer a full transition week for our Year 6 pupils.

This week allows pupils the opportunity to visit their new schools, where opportunities have been provided. For those pupils not visiting high schools- or only doing this for part of the week- we offer a bespoke 'Transition Curriculum'.

In school transition work has a focus on pupil's self-belief and building resilience to change. It offers a forum for pupils to talk about their concerns, whilst discussing coping strategies. Our curriculum is bespoke to the pupil's individual needs and aims to give them the skills, resilience and emotional literacy to feel best-prepared for this exciting new challenge in their education.

For more information, please feel free to contact Simon Royle, Assistant Headteacher, sroyle@edithcavellacademy.co.uk



BOUDICA SCHOOLS
TRUST

**Edith Cavell Academy is in
south Norwich and part of
The Boudica Schools Trust.**

George White Junior School

High School Transition

**Transition between: Year 2 and Year 3 | Year 6 and Year 7 |
New/late starting students during the year**

The transition period for us starts in September; we notify all parents of the high school open evenings through our website, newsletter and leaflets. The open evenings take place in the autumn term.

In the spring term, we begin high school preparation through our PSHE and R-Time sessions. These are created by our year 6 team. R-Time sessions are 15-20 minute paired activities through which potential high school-related issues are aired and discussed. We also celebrate the wonderful experiences that high school will bring.

Additionally, we work in partnership with Children and Young People's Health Services to conduct a survey with all year 6 pupils during the spring term.

Our main transition period happens in the summer term after SATs; children are given plenty of activities and tasks through which we aim to prepare them for high school. They also attend transition days in their allocated high school in readiness for September.

Any student concerns are shared with the high schools during our staff transition meetings. These discussions can result in extra transition sessions or visits to the high school for certain pupils and their parents. These visits are essential for certain children so we aim to arrange these for all SEN students as well as other vulnerable and anxious groups of children.

**For more information contact:
office@georgewhite.norfolk.sch.uk
and ask for Head Y6**



GEORGE WHITE
JUNIOR SCHOOL



**An Inclusive Schools
Trust school, George
White Junior is in
north east Norwich.**

Valley Primary Academy

Whole School Transition

Transition: Year 1 - Year 6

At Valley Primary Academy, we have an organised whole school transition programme during the time that Year 6 pupils are out visiting their chosen high school. If the dates are different then we select the dates when most Year 6 pupils are out. This means we can move pupils on to their next year group without it impacting on our Year 6 pupils. It usually lasts 3-4 consecutive days in late summer term. We want all the children to be confident about their move into the next key stage or year group rather than feel worried or anxious over the summer holiday.

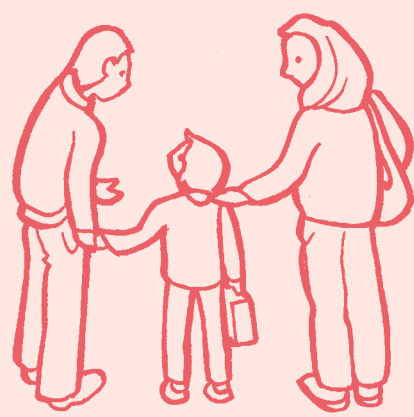
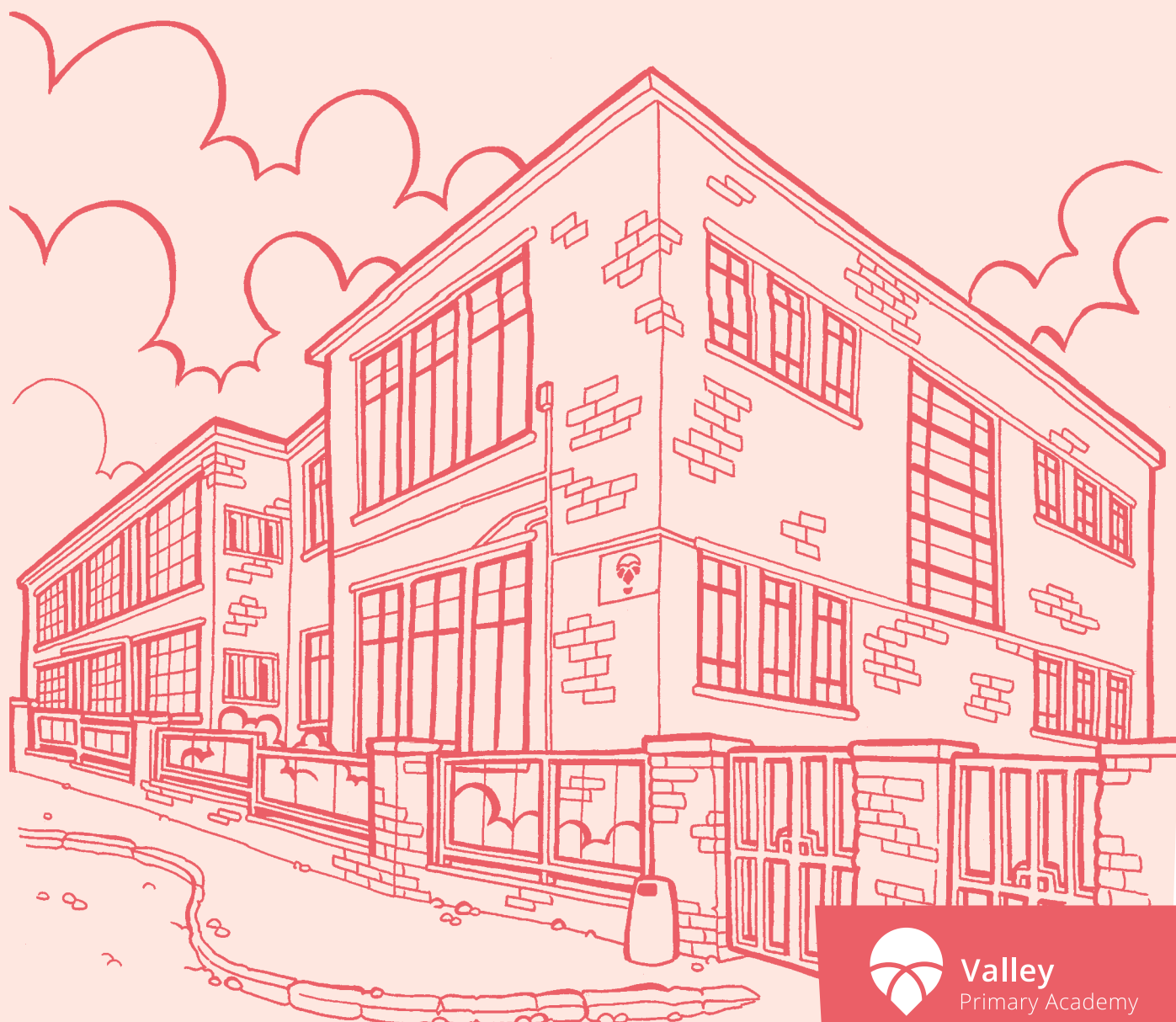
Teachers will introduce the children to the topic they will be learning about in the autumn term - it will be new to all - to generate enthusiasm, awe and wonder and to get the children excited about their

move. Within this time class teachers establish their class rules and expectations - the children will be stepping up to a new year. As children move up into KS2 the focus is on being positive role models for younger pupils.

Students complete a 'what I'm looking forward to in year...' activity which includes an 'any worries' section. This may highlight specific areas we have to focus on and our senior leadership team and class teachers write the programme.

We gain an insight into the success of the programme through discussion with pupils and parents. Class teachers meet and discuss the feedback. Any concerns around specific pupils are discussed and acted on.

**For more information contact:
Sara Bush, Head Teacher,
head@valleyprimaryacademy.co.uk**



Valley
Primary Academy

**In the west of the city,
Valley Primary Academy
is part of the Heart
Education Trust.**



HEART
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Avenue Junior School

‘Partnership Project’

Transition between: Year 2 and Year 3 | Year 6 and Year 7

At Avenue Junior School we run a Partnership Project with feeder infant schools in the Spring and Summer term. We find this gives time for transition and prepares the children for change.

Between key stage 1 and 2, a series of reciprocal visits takes place by students and teachers, as well as shared events such as key stage 1 children coming to use the key stage 2 hall for their summer play, joint moderation and meeting teachers to discuss students’ strengths and needs. We worked on developing the Partnership Project with our feeder school, Recreation Road Infants, alongside other pairs of schools, and formed a booklet of best practice. We measure the impact or success of the programme through parent questionnaires, and the results are shared with staff of both schools.

**For more information contact:
office@avenuejunior.org
and ask for Y6 Lead**

For our Year 6 children moving into key stage 3, we arrange meetings with high school teachers to discuss the children’s strengths and needs as well as sending up their latest school report, to ensure staff receive the best understanding of each child. We have begun this year to take part in reciprocal visits to high schools and have found this very beneficial. Year 6 children also attend enrichment days at local high schools and will go to their new high school for a day or up to a week as part of transition. Extra visits are also organised when it is felt these will be useful.

Our transition programme can be shaped to the needs of the students through circle time discussions or questionnaires, or through the school council.

Credit: Simon Watson at Simon Watson Photography
www.simonwatson-photography.co.uk



Avenue Junior School is in the heart of the Golden Triangle and works closely with its main feeder school, nearby Recreation Road Infants School.

Heartsease Primary Academy

Transition Transition between: Year 6 and Year 7

At Heartsease Primary Academy our transition programme is run after SATS. We find having it at this time gives children a clear focus for the rest of the term after their SATs and is the time of year they and their parents are starting to think about and prepare for their high school move. We want the children to feel confident about the move and feel comfortable to discuss any concerns that they may have. It forms a part of the curriculum and is run in lessons over a week or more by Year 6 teachers. Resources are developed by our Year 6 teachers.

As part of PSHCE, children will talk about worries/concerns they might have about moving to high school as well as things they are looking forward to. Any children with specific needs or who have heightened concerns will have additional sessions with either our Thrive practitioner in the school or our Positive Play lead. Last year, we organised ZAP training as a Trust which focused on raising self-esteem. For this training we identified a number of our Year

6 pupils who we thought would benefit from this in the run-up to starting high school.

We try to build as many links as possible with the local high school to give our children experience of the school – for example our year 5 children have French sessions at Open Academy which will support them with their future transition. Year 6 children are all involved in the transition days organised by the high schools and we arrange additional days for our more vulnerable children.

The activities we use to support transition are informed by the concerns of the students by using circle time discussion and the use of a 'worry box'. We also have 1-2-1 conversations with those Year 6 students we feel need additional support. This information is generally shared between the Year 6 team, our senior leadership team and particular members of staff such as our Thrive practitioner, pastoral lead and positive play lead.



It is difficult to measure the overall impact of the programme as the children move on to a different schools, but we can make professional judgements on how children are feeling about the transition at the end of the Summer term just before they move on.

For more information contact:
Jenny Stafford, Deputy Headteacher,
Jenny.stafford@heartseaseprimary.co.uk



Heartsease
Primary Academy

**A Heart Education Trust
Academy in the north
east of Norwich.**



HEART
EDUCATION TRUST

West Earlham Junior School

Transition

Transition between: Year 2 and Year 3 | Year 6 and Year 7

At West Earlham Junior School we have a Transition Plan which prepares for when children join us and for when children are preparing to move onto their secondary schools. We work closely with our local infant and secondary school to ensure that a plan is in place to support families and their children for these next steps in education.

All the activities, events and tailored support serve as stepping stones to positively guide the children and their families safely on the journey whilst building further connections between the places of education. We believe that it is important to establish positive, trusting relationships from the beginning and our 'Transition Plan' supports us to do this.

Our 'Transition Plan' includes:

- Working in partnership with our main feeder school and destination schools.
- A timetable of transition events for the children and their families.
- A Welcome Evening for our feeder school which invites parents to tour the school.
- Transition Meetings: The Sendco, Senior Leadership Team, Safeguarding Lead from the feeder and destination schools meet to discuss and plan for the new cohort.
- 'Best- Start' meetings: These are hosted to share information about and when appropriate to plan interventions for the children so that they have the best possible start.
- Teacher to teacher meetings: class teachers meet to discuss data and children.
- Teacher Visits: Year 3 teachers visit Year 2 classrooms to foster relationships.
- Curriculum Visits: Year 2 children join lessons & events across the Summer Term.
- Virtual Tour and Video: Families navigate the virtual tour of Year 3 online.
- School Brochure: Each family is given a 'Welcome Pack' which includes a brochure.



- Destination School Visits: Dates are shared and families are supported to go to visit their chosen destination school.
- Writing Project: Year 6 children work with Year 7 children and teachers.

Please Note: Due to global circumstances, our 'Transition Plan' is being tailored annually (termly!) to reflect Government guidelines and needs of the community

For more information contact: Zoe Fereday, Assistant Headteacher zoe.fereday@wejs.org.uk or Dan Reynolds, Assistant Headteacher dan.reynolds@wejs.org.uk



**A popular local authority
primary school in the
west of the city.**

Magdalen Gates Primary School

Home visits

**Transition between: Children joining us in Reception |
Children starting new or late within year**

This programme is run from the outset of children joining us in reception and as needed throughout our year groups for all new entrants. Whenever a child joins our school, two staff members visit the home to meet parents and family. We have a questionnaire which gives a structure to our meeting if needed. This is the most important thing we do for new joiners, particularly in terms of contextual safeguarding because it gives us a clearer understanding of background and home environment, which is often “the missing link” when trying to understand a pupil’s strengths and difficulties.

This home visit conversation can be informed by conversation with the child, or if a concern arises in the first few weeks, for example when a new experience frightens a child, we can discuss this with their family.

We decided to run this programme to enhance our relationships with families and build our knowledge of the children’s lives “outside the school gates”.

The programme was written by the leadership team and is implemented by class teachers.

**For more information contact:
Will Turnpenny, Assistant Head & SENCO,
ahtinclusion@magdalengates.co.uk**



Magdalen Gates Primary is a local authority school, in the north close to the city centre.

St Michael's VFA Junior School

Whole School Transition

Transition between: All years – from Year 2 to Year 6

St Michael's invite the parents of children in year two to visit the school for a tour, where they can ask any questions that they may have. The school has also produced a virtual school tour which can be found on our school website. We work closely with our feeder infant schools; our staff visit the children at their current school and spend time with their current teachers to learn more about the children. We then welcome all children in year two to take part in a transition day. They will spend time with their new teacher and teaching assistant and get to enjoy their new school surroundings. We also provide new parents with a helpful induction pack, which includes the school brochure and other key information.

The transition experience across school takes place in June and July after SATS for Year 6. When our year 6 pupils visit their high schools for transition, the other year groups 'visit' their new class and teacher.

Year 6

Visit from main feeder school. 1:1 work,

group work on what to expect from high school Q&A, myth busting, understanding expectations of high school. Additional visits, photo booklet to take home. It helps the children understand their new school better and address their worries. To help the children understand the different expectations but also that they still have people/staff to listen and care. The programme overall this can last for around two months. It is implemented by the Year 6 leader and pastoral support worker for Year 6. Year 6 complete scale work about how they feel before intervention and then completes this again after support.

Other year groups – moving up

All other year groups are told who their new teacher is and complete two afternoon visits into their new class. This helps the children to adjust to the upcoming change of staff and the children who will be with them, and so reduces their worries about moving up into a 'new class'. We receive feedback from parents and some children about how it has helped.

Credit: Andy Blundred at HSR Photography
Find on Facebook

Credit: Simon Watson at Simon Watson Photography
www.simonwatson-photography.co.uk



In Bowthorpe,
North West of the city.

For more information contact:
Mrs Helen McCarney, Head teacher, head@allangelsfederation.org.uk
or Mrs Sarah Claflin, Deputy Head, stmdeputy@allangelsfederation.org.uk

Bignold Primary School

Zap

**Transition between: Children on managed moved |
Transition to complex needs schools | Year 6 and Year 7**

This takes place in the summer term of Year 6 after SATs and close to formal transition arrangements with high schools. Our Family Partnership Support Officer delivers ZAP to groups of pupils to discuss high school, look at different scenarios and role play responses to support children to build skills and resilience to manage the transition to life at high school. Our Year 6 team have discussions with their pupils to inform the shape of the programme.

We use Zap as we have a ZAP practitioner available and the programme has a sound track record. However, ZAP is only part

of our full transition programme; the team have other sessions enabling discussions led by our staff knowledge and children's questions.

The programme is implemented by our Year 6 team, SENCO and Family Parent Support Officer, who is a practitioner for the ZAP programme.

Pupils give us feedback from what they have learned – but once at high school, outcomes are often unknown.

**For more information contact:
Emma Davies, Inclusion Manager and SENCO,
senco@bignold.norfolk.sch.uk**



Evolution Academy Trust
Progress through Partnership

Only a stone's throw from a popular Norwich city shopping centre, Bignold Primary is part of the Evolution Academy Trust.



Transition

**Transition between: All years – Reception through to Year 11 |
New/late-starting students; transition with new staff/tier 3 pupils**

Transition occurs all year round at The Wherry School so there are a range of transition activities. Transition is especially important to get right as autistic pupils generally need slow transitions in and out of classes or groups that are preparing for change.

Our work is informed by the needs of the child gathered in school visits, home visits, and in Education Health and Care Plans (EHCP) information and transition EHCP reviews. The length of time spent on each transition depends on the needs of the child. The programmes were written by the Wherry School leaders but modified appropriately with staff.

New pupils joining school - this programme takes about 6 weeks where children are gradually introduced to the school setting, communication skills are devised with the communication team, and children are provided with a sensory motor programme based around regulation skills. Pupils are

assessed using a suite of assessments, including online assessments as part of baseline screening. This is to help identify how independent children are as learners and to identify learning levels, as often children have been out of school for a period of time or have not been able to engage with learning and assessments at their previous school. There is a gradual introduction of children leading to time in class supported by communication team Learning Support Assistants.

For other pupils joining at planned entry - the above can be offered to support transition; transition arrangements in Summer Term prior to September - home visits, school visits, sessions for parents and sessions for children as a transition group not working with other pupils already in school are all possible strategies, leading to pupils spending time with their peers already in school. We also offer activities with new pupils, including activities away from school. In September, we have phased entry options



for pupils to minimise anxieties; and activities off-site to support learning as a team away from school setting.

Year to year – we planned activities to support the introduction of new staff; staff from the receiving class will move with pupils to support in the new class. Opportunities to introduce new lead staff early in the Summer Term; working in classrooms and leading activities with their new class. In the latter part of the Summer term we increase the contact time with new staff and new pupils, in-line with phased introduction to new pupils (if appropriate) - use of our clinical team to support transition, and increased support for regulation activities (Zones of Regulation).

Extended school provision - the school runs holiday activity programmes approximately four weeks in total over the school year. Summer holiday provision over two weeks can be used to support pupils transitioning into school by attending with other peers.

The successful transition and attendance of pupils is fed back via EHCP reviews with parents and the children. Information on transition is shared with all staff as part of our annual review of whole school transitions.

**For more information contact:
Rachel Quick, Principal,
principal@thewherryschool.co.uk**



The Wherry School is a special school in Norwich providing high quality education, support and care for children aged 4-19 years with autism.

Mile Cross Primary School

Transition between: Year 2 and Year 3 | Year 6 and Year 7

We run transition programmes for Year 6 in the Spring and Summer terms and for Year 2 in their Summer term. We time the programme to fit around SATS.

Children have lessons with their new class teacher and also start taking lessons upstairs in the school, something which is new to them. To ensure the best possible transition, teachers from Year 3 observe children in Year 2 and meet with the SENCO to ensure they have a good knowledge of the children's needs. Furthermore, teachers in Year 3 attend the end of Year 2 pupil progress meetings held with our senior leaders and Year 2 teachers to discuss all children and the progress made. We feel it is vital for the children to be understood by their new teachers as this will ensure that the children feel comfortable in their new classes. It forms part of the curriculum over several weeks.

The Year 6 transition process begins informally in the Autumn term of Year 6 when the first high school open days start. Children are encouraged to visit as many high schools as possible and parents are given support at parents' evenings to make informed decisions about the choices they face. In the Spring term, children are encouraged to think about their high school concerns, what they worry about and what they are looking forward to at high school. It is vital that children realise that whilst high school will be challenging, it opens up new opportunities to make friends, learn new subjects and develop a real passion for a topic or activity they may have never considered before.

After the SATS, much more in depth opportunities exist for children to not only visit their new schools, with a particular emphasis on supporting more nervous and vulnerable pupils, but for a lot of time to



Mile Cross Primary is an Outstanding local authority primary in the North of the city.

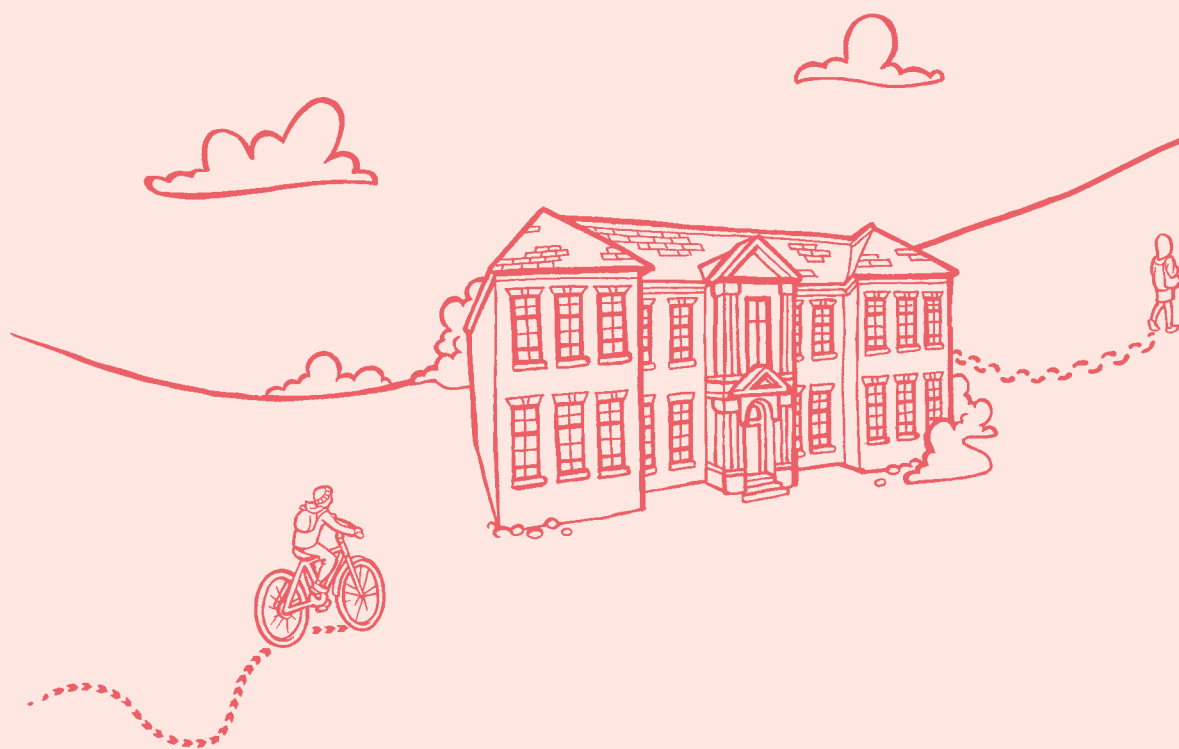
be given to discussing in small groups and whole classes, what high school will be like and how they can prepare and cope. Different themes are addressed over a series of weeks so that children have many opportunities to raise concerns.

In the Summer term our work on transition is totally around concerns raised by pupils (which are displayed on their transition board). Pupils can, at any time, put their question on the board so teachers and others can give an answer or raise the topic in class.

We do not measure the impact or success of this programme whilst the students are still at school, and without feedback from the high schools it is very difficult to measure the impact and success, so we are planning to have more discussions with the high schools in the future to do this.

**For more information contact:
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