

**SUPPORTING POSITIVE  
TRANSITIONS THROUGH  
COMMUNICATION,  
COLLABORATION,  
CONSISTENCY  
AND A COLLECTIVE  
RESPONSIBILITY.**

# FOREWORD



**WE  
AGREE**



**SINGLE  
TRANSITION  
WINDOW**

We are all aware of the impact that a supported and positive transition for pupils between education settings has on not only the initial settling in period but also a pupil's long term academic achievements. As a group of educational leaders across the Ipswich and Felixstowe areas we have been keen to work collaboratively to ensure that we have consistent approaches and are able to provide the support to pupils, settings, and parents to enable a positive transition process.

In 2021, leaders of primary and secondary schools collectively agreed on a single transition window for year 6 to 7 transition: the last Wednesday, and Thursday of June. This decision provides consistency for our primary pupils, many of whom will go to different secondary schools to their year 6 peers, it also reduces lost experiences as they near the end of their primary education. It is incredibly encouraging to see a considerable number of secondaries across the county keeping to these dates and we encourage all schools, settings, and colleges across Suffolk to join us.

Also piloted in 2021 was the use of a single common transfer document for primary colleagues to complete and send to respective secondaries. This document has been reviewed by transition leaders and had an overwhelmingly positive response both from primary and secondary colleagues. Its consistent information enabled secondary colleagues to better support incoming year 7 pupils and their families.

In 2022, through the Strong School Start project, the Early Education network extended our focus on transition from birth through to early

education to primary. They too have adopted the common transfer document and will be piloting it through this year's move up to primary school. As an education leadership group, we will review the effectiveness of this, with a view to adopt this permanently across the wider Ipswich and Felixstowe areas and potentially the county.

This Education Transition Charter, developed by senior leaders and transition leads across the education phases, embodies our commitment to consistent collaborative transitions. As an Education Leadership Board, we are committed to the continuous development of the Charter in practice. Our transition working group will develop the application of this Charter over the coming years to include a broader definition of transition, for example mid-year transition, re-integration and movements to alternative provision, and progression to Further and Higher Education.

Ipswich Education Leadership Board



**SINGLE  
TRANSITION  
WINDOW**

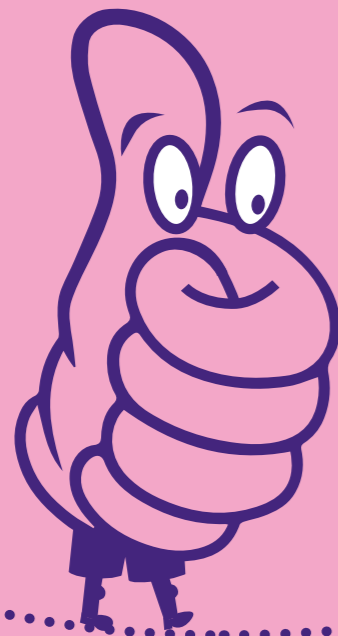


**WE  
AGREE**

# OUR VISION IS THAT CHILDREN, YOUNG PEOPLE AND PARENTS ARE SUPPORTED, INFORMED AND PREPARED FOR POSITIVE TRANSITIONS THROUGH THEIR LEARNING JOURNEY.

# TRANSITION IS A PROCESS NOT AN EVENT. WE COMMIT TO SUPPORT THIS VISION AND TRANSITION PROCESS THROUGH COLLABORATION, ENSURING CONSISTENCY FOR ALL CHILDREN AND YOUNG PEOPLE, AND THEIR PARENTS.

The aim of this Charter is to unify and empower education providers around a consistent, collaborative framework that delivers successful supported transitions for all children and young people through their education and beyond. The Charter and associated tools are designed to cover all key transition points for children and young people, from Early Years to Post 16 and beyond. The principles are the same whatever stage of education, individual elements may be adapted to age specific elements and activities.



## BY SIGNING THIS CHARTER WE HAVE COMMITTED TO THE FOLLOWING PRINCIPLES:

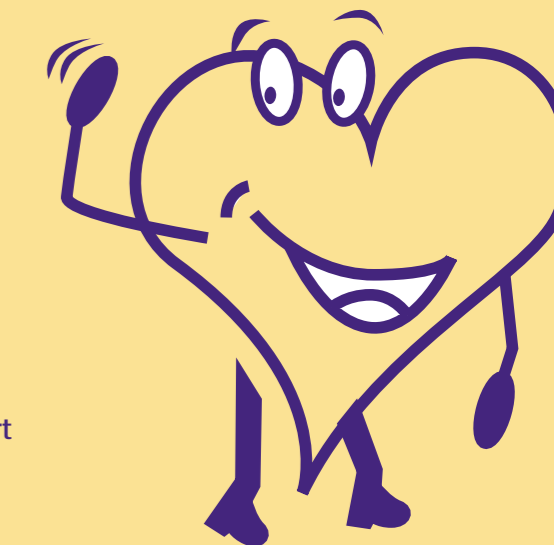
- \* The experience of children and young people is at the heart of transition
- \* Transition does not happen in the last months of a year: it is a process not an event
- \* Transition is as much a social and emotional experience as it is an academic experience
- \* Transition should be a seamless process. All parties should be in contact and have access to key information

These principles are underpinned by a commitment to **Communication**, **Collaboration** and **Consistency**.

- \* **Communication** is strong, consistent and enables children young people and their parents to be well prepared for their next steps
- \* There is **Collaboration** and **Collective Responsibility** across all establishments, sharing learning and best practice to support transition
- \* **Consistent** approaches such as the Common Transfer Document and agreed "Transition Window" dates are in place for all settings to use.

# THE EXPERIENCE OF CHILDREN AND YOUNG PEOPLE IS AT THE HEART OF TRANSITION

A key principle to successful transition is the collective understanding and agreement that the experience and needs of children and young people are at the heart of all transition. The Charter encourages activities and processes that keep the voice of children and their families at the centre of planning, ensuring support effectively meets their needs.



## COMMUNICATION

Views of parents/carers and children and young people are regularly sought and taken into account.

## COLLABORATION

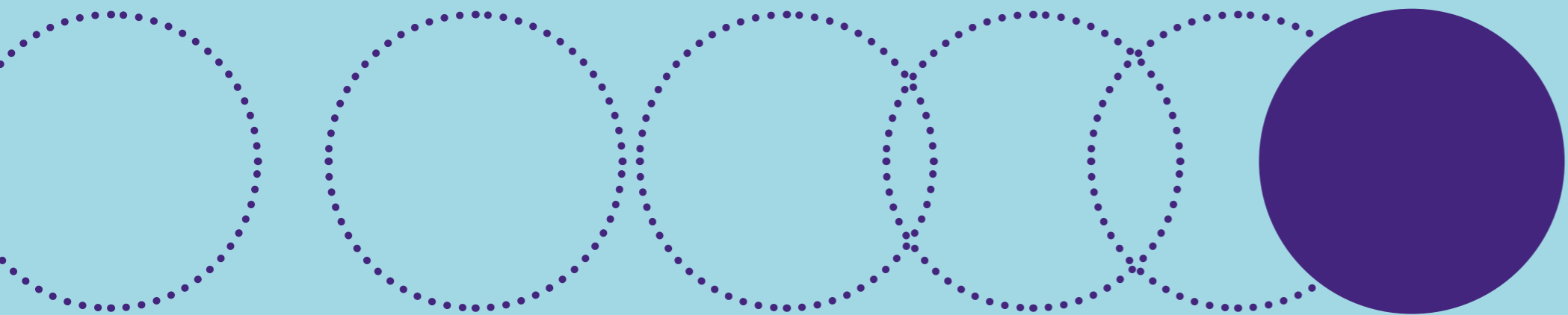
Education settings work together to ensure that transition is positive and supported, and responds to a shared understanding of the needs of children and young people and their families

## CONSISTENCY

Consistent transition window dates ensure that children and young people do not miss out on important activities and experiences in their feeder settings

# TRANSITION IS A PROCESS NOT AN EVENT

Transition is a process and needs to be planned and conducted over a suitable period of time. Successful transition is the responsibility of all, not just the receiving education setting. To be effective, education professionals work together across phases to ensure that children and young people, and their parents are supported, prepared and can transition securely and positively.



## COMMUNICATION

Parents and Children and young people told us, "Giving as much information as possible in as digestible a format as possible will help reduce the fears associated with the unknowns of high school transition", Year 6 Parent survey 2021

## COLLABORATION

Education settings work together to develop processes that support strong positive transition. For example, the Early Education Network have worked collaboratively to develop an Early Years passport which includes the views of the family.

## CONSISTENCY

Consistent use of processes, dates for transition windows, and information exchange such as Common Transfer Document

For examples in practice visit [www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

# TRANSITION IS AS MUCH A SOCIAL AND EMOTIONAL EXPERIENCE AS IT IS AN ACADEMIC EXPERIENCE

Moving to another education establishment can be a stressful time. Addressing concerns and worries from parents, children and young people can enable a more positive experience for all.

By signing this Charter, education providers demonstrate their commitment to the wellbeing of parents and children and young people.

## COMMUNICATION

Regular and informative communication between parents, and education settings support the transition process and reduce anxiety. A survey of year 6 pupils and parents told us that the concerns they were most worried about could be easily alleviated by simple and timely communication.

## COLLABORATION

Visits and partnerships between feeder and receiving settings pre, during and post transition are an opportunity to address the social and emotional needs of children and young people.

## CONSISTENCY

The Early Education Network have introduced a Transition Bear, who is at the feeder setting and at the primary school, helping children joining reception have continuity and supporting their wellbeing.

For examples in practice visit [www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)



# TRANSITION SHOULD BE A SEAMLESS PROCESS



Excellent communication and collaboration and suitable sharing of information is key to successful transitions. All educators, by signing this Charter, commit to share information using a common transfer document, tailored by academic phase. This information not only focuses on academic information, but also

provides detailed information from practitioners who know the children and young people to the receiving setting. This information can be used to ensure appropriate support is provided throughout the transition process and provides a greater understanding of the children and young people.

## COMMUNICATION

Information provided at the right time enables settings to prepare for incoming pupils. The common transfer document facilitates this as does a programme of summer activity.

## COLLABORATION

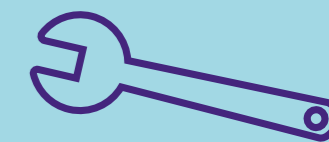
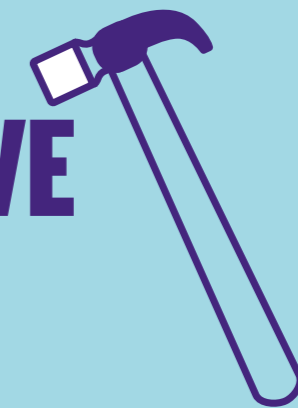
Coordinated open evenings enable parents to make informed and timely decisions and a shared transition window allows no child to miss preparatory events.

## CONSISTENCY

Working together to produce transition packs and information brochures gives children equity in the transition process.

For examples in practice visit [www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

# EDUCATION ESTABLISHMENTS COMMIT TO THE TRANSITION PROCESS HAVE A VESTED INTEREST IN ENSURING CHILDREN AND YOUNG PEOPLE ARE FULLY SUPPORTED TO MAKE THE BEST POSSIBLE TRANSITION



The use of the common transfer document, shared transition window, and shared communications underpin the consistency of experience for children and young people. This commitment provides a strong foundation to ensure that positive and successful transition occurs and is a catalyst for positive achievement and attainment outcomes at every stage.

## COMMUNICATION

Regular networks for education providers, through the Suffolk Transition Working Group (STWG)

## COLLABORATION

Working with education establishments, parents and children and young people to regularly review and evaluate approaches

## CONSISTENCY

Commitment to the Charter tools and processes

For examples in practice visit [www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

**COMMUNICATION IS STRONG, CONSISTENT AND ENABLES CHILDREN AND YOUNG PEOPLE AND THEIR PARENTS TO BE WELL PREPARED FOR THEIR NEXT STEPS**



**THERE IS COLLABORATION AND COLLECTIVE RESPONSIBILITY ACROSS ALL ESTABLISHMENTS, SHARING LEARNING AND BEST PRACTICE TO SUPPORT TRANSITION**



**CONSISTENT APPROACHES SUCH AS THE COMMON TRANSFER DOCUMENT AND AGREED “TRANSITION WINDOW” DATES ARE IN PLACE FOR ALL SETTINGS TO USE.**

## KEY DATES

MONTH	KEY DATES	PREPARATORY ACTIVITY
September	Application for Post 16 process begins	Open events for schools, colleges and universities
October	Deadline for secondary admission applications	Open events for schools, colleges and universities
November		
December		
January	Deadline for primary admission applications Mid January UCAS deadlines	
February		
March	Early March - secondary places confirmed with parents	Common Transfer Documents sent to feeder settings (Year 6 to 7)
April	Mid April - primary places confirmed with parents	Visits and transition activities
May		Common Transfer Document sent to feeder setting (EY - Reception)
June	Last Wednesday and Thursday Transition Window	Transition activities
July		Summer School activities Transition activities
August	Key Stage 4 & 5 results published	Transition activities HE clearing Post-16 enrollments
September	New academic year Application for Post 16 process begins	Transitions activities (e.g visit from feeder setting staff to new setting)

# GOVERNANCE

The Education Transition Charter is sponsored by the Ipswich Education Leadership Board and supported by Suffolk County Council. Piloted and developed by education leaders and transition leads across education settings in early years, primary, secondary and post-16 within the Ipswich Opportunity Area and their twinning partners of Felixstowe.

The Charter will be regularly reviewed by the Education Leadership Board, drawing on information and suggestions for improvements and sharing learning by the Suffolk Transitions Working Group, The Early Years Network and other interested groups and networks.

Shared transition window dates have been agreed for the academic years of 21/22 and 22/23. Agreement and communication of the shared transition window dates will be set by the Education Leadership Board for the academic years 23/24 and 24/25 by the Summer term 22/23.

## SUFFOLK TRANSITION WORKING GROUP

The working group is a group of transition leaders and practitioners who regularly review the effectiveness of the Charter, share learning on transition best practice and provide recommendations to the Education Leadership Board. The terms of reference for this group can be found on the Sharing Learning Hub. To join the working group please contact the Chairs at Westbourne Academy; Maxine Abbott and Abi Joachim. [Maxine.Abbott@westbourne.atrust.org.uk](mailto:Maxine.Abbott@westbourne.atrust.org.uk)

As chairs, we are passionate about transition being crucial to a child's success, not just educationally but also for character development and the key skills needed to succeed in wider life. Our vision for transition is communication, collaboration, consistency, and collective responsibility. Through focusing on KS2/KS3, we have succeeded in ensuring common transition dates, a common transfer document and the establishment of the Transition TA programme. Going forward, we are looking at the transition between KS4 and Post Sixteen as well as building on the successes of the Strong School Start Project, delivered by the Early Education Network, and mid-year transition.

Maxine and Abi  
Co-Chairs, Suffolk Transition Working Group



## MORE INFORMATION/KEY DOCUMENTS

Links to the Common Transfer Documents, Brochures, examples of transition activities and surveys can all be found on the Sharing Learning Hub - [www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

Access and Admissions information: [www.suffolk.gov.uk/children-families-and-learning/schools/school-places](http://www.suffolk.gov.uk/children-families-and-learning/schools/school-places)