

What works well?

Key

Italics indicate responses mainly from secondary colleagues.

Bold indicates that there were more than four groups indicating the same view.

	Item
General	
1	Meet the teacher videos
2	Whole school writing task – a letter about themselves.
3	Good communication
4	Pupil involvement: familiarisation of new setting/adults/routines
5	Enhanced transition for those that need more than the core offer
6	PEPs
7	Parental involvement
8	Information sharing, especially vulnerable pupils including SEND
9	SENCOs from next setting attending final annual reviews.
10	Extended conversations with parents of EHCP children in advance
11	Buddy reading with year above
12	Outdoor sessions with new teacher/children
13	Using multiple form entry classes each year.
14	Not setting multiple form year groups each immediately
15	Teacher meets to discuss children.
16	Really putting lots of thought in to how best to welcome children in to setting.
17	Nurture groups to support
18	Time for hand over, completing paperwork and baselines
19	Virtual visits/tours
20	Information was much better
21	Transition books – not just for EHCP, My Plan and MyPlan+ but also for children that may not settle so easily
22	Outdoor transition activities
23	Teacher movement to different year groups.
24	Move up days (including secondary school)
25	Consistency across year groups and key stage similar lesson formats
26	Using pupil passports
27	Continuing phonics in KS2+
28	Selection of teaching objectives to ensure that fundamentals were not missed (essentials)
29	Previous year's assessments used to check gaps in understanding etc
30	Devising a 'R+P' criteria for subjects other than maths
31	Increased parental understanding of expectations
32	Teachers talking to teachers; similarly Teaching Assistants.
33	New teachers involved in MyPlan meetings.
34	Sporting afternoon with new class.
35	Each class creates an exhibition of their work, so that new children can see what they will be doing.
36	Writing journey book. There are 3 independent pieces of writing per academic year which goes up to the next class. It follows progress up the school (unmarked).
37	Whole school approach to all areas of teaching and learning.

38	Long term plans amended and passed to colleagues/subject leaders.
39	Prioritising maths, reading and spelling with recap sessions in the autumn term whilst recognising the importance of a broad, balanced curriculum.
40	Setting the scene week in September (PSHE, routines, expectations, structure).
41	Taking time to reassess and revise phonics in September. (Assess, baseline, address gaps).
KS2 to SECONDARY	
1	Links to secondary schools – e.g. Y6 science trip, visits, lessons, concerts, etc (Also echoed by secondary colleagues).
2	Developing good relationships with head of Y7. For example Y7 Head makes several visits to Y6 children throughout the year.
3	Y6 visit Y7 for 1 or more days
4	Contacted all local secondary schools to discuss curriculum
5	Virtual meets with secondary teachers.
6	Secondary teachers inviting primary teachers to talk through every pupil (not just MyPlan pupils) with Y7 lead.
7	Summer school
8	Dedicated, quality time to 'hand over' children's information/needs etc to secondary colleagues
9	Y5/6 transition club which exp pupils join when possible.
10	Links to secondary schools: sharing facilities and resources.
11	HT came to speak with Y5/6 children. They also spoke about SEND and Safeguarding. The Head of Y7 also spoke with children.
12	Year 5/6 transition club, with ex pupils returning to talk to the club.
13	Time for new/existing teachers to meet. (Echoed by secondary colleagues).
14	<i>Shared themes</i>
15	<i>Time for children to learn routines and get to know the school through summer school.</i>
16	<i>CAT tests on transition days.</i>
17	<i>Ensure that transition information shared with Head of Year and/or SENDCO is then shared with whole school.</i>
18	<i>Frequent visits to the new school.</i>
19	<i>Joint study of a novel: tracking changes/developments over time in characters/theme.</i>
KS1 to KS2/ within KS2	
1	Transition morning
2	Y2-Y3 retaught all phase 6 phonics. Spent time reinforcing phonics/spelling rules.
3	Phase leader observed Y2 to identify children to focus upon.
4	Buddy reading with year above.
5	Pass books up
6	Year 2 to Year 3 transition letter to parents.
7	Year 2 and Year 3 staff trained in phonics.
8	Phonics lead monitoring all pupils who are working on phonics despite their year group.
9	Implementing a reading scheme from KS1 to KS2.
10	Reading buddies (KS1 to KS2)
11	Phonics boosting 1:1 with children in Y2.
EYFS to KS1/ within KS1	
1	More continuous provision in Year 1.
2	Story times

3	Send home recordings of staff reading favourite stories and then provide remote 1:1 sessions.
4	Introduction to whole cohort/procedures/routines
5	Phonic teaching continued in Year 2
6	<p>During a visit take photos of each child, key staff and key places (e.g. toilets, coat peg, door to come in, playground, classroom). Make this in to an A3 mat and laminate it. Send home and encourage families to use it in discussions (e.g. showing friends about their new school) and as an everyday object (e.g. dinner mat).</p> <p>When visits are not possible, make the sheet and post it to the child with a space for their picture.</p>
7	Provide each child (when covid allows) with a small cuddly toy in the summer which they bring to school during the first week.
8	Social stories – send home to parents.
9	Use of outdoor areas for additional transition activities e.g. family Forest School sessions; activities on the playground.
10	EYFS going in to Year 1 classes.
11	Close link with the play group. Staff swaps (during no covid times). Similar schemes and vocabulary. Shared setting: Fledgling Forest School weekly.
12	Support pre-schools with phonics. Invite them to training, share resources. The phonics lead supports the development of phonics in the preschool.
13	SENDCO supporting/visiting pre-school settings throughout the year: better understanding of children before they begin.
14	Some formal teaching sessions at the end of Reception, with a blend of formal/continuous provision teaching in Year 1.

Even better if?

Item	
GENERAL	
1	More opportunities for new teachers to meet their class in the summer.
2	There was clear data.
3	More time
4	Face to face conversations with parents.
5	Contact with police/social workers as appropriate, in advance.
6	Same expectations – behaviour and learning
7	Increase face to face meetings (including with parents)
8	Some/more transition days
9	Discuss challenge of being able to deliver quality interventions – time and impact of staff absence.
10	More continual provision and training on how to do this whilst still delivering the whole curriculum
11	Phonic assessment as standard in KS2
12	Phonics based spelling programmes in KS2
13	Joint work scrutiny after covid.
14	Increased focus on Y2 to Y3 transition.
15	Whole school approach to ‘setting the scene’ next year.
16	More 1:1 booster sessions for phonics.
KS2 to SECONDARY	
1	We can remove barriers caused by covid: <ul style="list-style-type: none"> - Poor communication - No physical transition - More secondary schools coming to visit pupils in primary Allocating proper time to transition
2	Filling in secondary forms is time consuming. Need to streamline this process. <i>Considering having the same form for each school.</i>
3	Y7 write to Y6 to tell them about their experiences
4	Y6 experience ‘model’ lessons
5	Local transition opportunity for small schools (some of our children met the secondary representative 1:1)
6	3 full days transition didn’t include whole-school DT project
7	Subject lead visits (Y7-Y6) to ascertain what is being delivered in primary (surprise at high standard).
8	Y7 is a repeat of Y6
9	Y7 teachers understand the depth and detail of the KS2 curriculum.
10	KS3 curriculum builds on creative writing skills developed in primary.
11	Buddy system between secondary and primary to encourage communication
12	<i>The study of a novel tracking changes/development over time in character/theme. (Settings working together on this).</i>
13	A better understanding of what KS3 colleagues wished to know.
14	Support worker from local secondary school comes in to school once a week – friendly face for Y6/7 transitions.
15	Shared EWO/CAFSW/pastoral support person between secondary and primary settings – this person gets to know whole family and more manageable costs for primary.

16	<i>Shared understanding of what is required in each setting for sentence structure/construction/listening skills/inference</i>
17	<i>Extended writing examples so that secondary staff can refer to expectations. (Please note work booklets are not viewed as successful).</i>
18	Secondary schools have the same transition day.
19	Links between primary and secondary subject leads – share training/resources and develop better understanding of each phase.
20	Joint moderation, particularly of writing (Y6 and Y7)

Interesting questions/considerations?

Item	
GENERAL	
1	What's the current best practice for when to phase out continuous provision?
2	Could we moved to a more joined up approach?
3	Can transition days be timed to coincide so that learning is not lost in summer 2?
4	Moving up with class- pros and cons
5	Do all teachers know what was taught to the children before they get to them? Similarly, do you/teachers know what the next year group need to teach?
SECONDARY	
1	What do secondary colleagues want from primary?
2	Why do some secondary schools have 2/3/4/5 transition days?
3	Could we share KS2/KS3 curriculum and skills documents so that we know where children are coming from and going to? (Echoed by secondary colleagues)
4	IT? Teaching Microsoft office.
5	Consistent expectations between secondary and primary? (Echoed by secondary colleagues)
	Sometimes can it be too much information? Does it colour the views of the next school?