

Transition 2021

An Exploration of Best Practice

Session One

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<https://leadership.hias.hants.gov.uk/course/view.php?id=162>



Thanks to:

HIEP

Virtual
School

STAs

SfYC

PBS

EMTAS

ISS



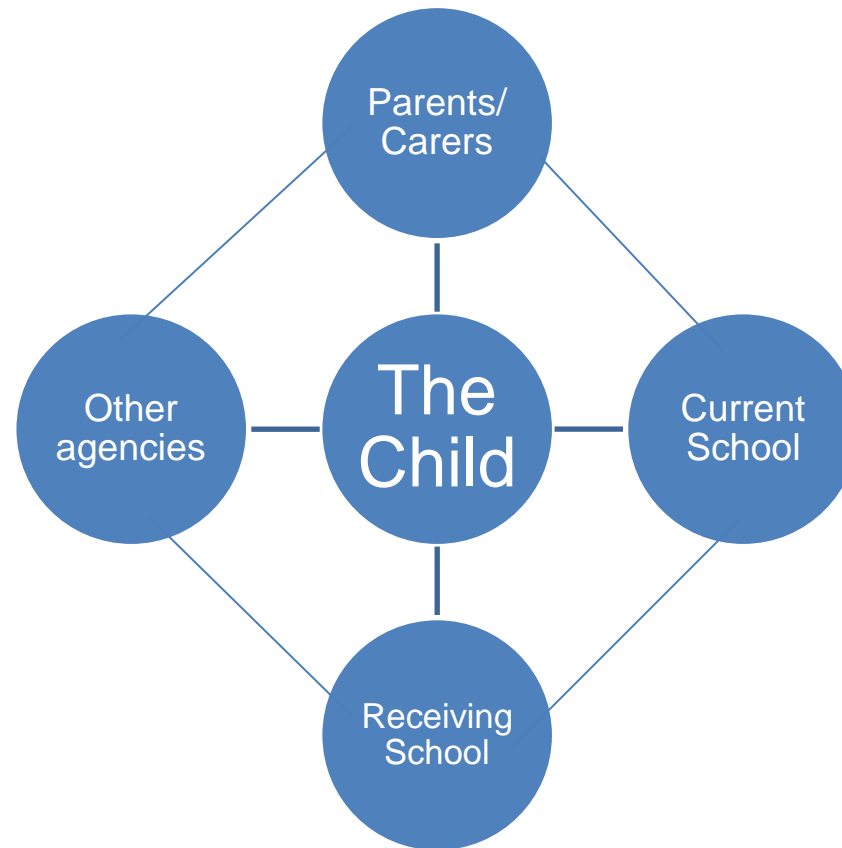
Session One

Principles of Successful Transition

- Multi-Way Communication
- The Uses and Challenges of Technology
- Understanding the Principles of Change
- 4 Key Areas of Transition



Multi-Way Communication



The Uses and Challenges of Technology



Social Media



Direct emails



School websites



What processes do you have to identify and reach those who don't use technology or can't print forms that need returning?



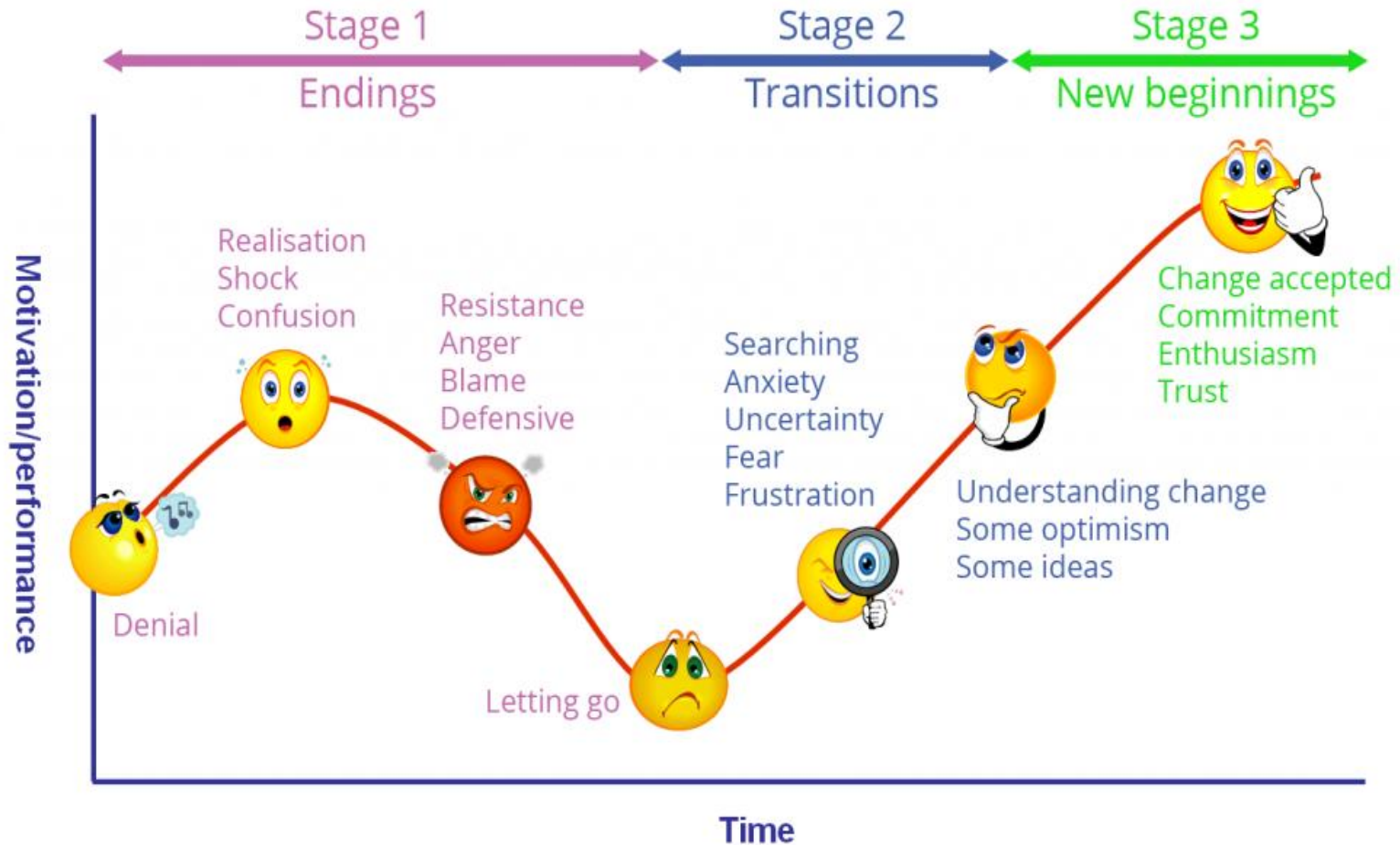
Understanding the Principles of Change

Change

Changes are more manageable if they are grounded in stability, so **recognise and celebrate what is going to stay the same**, as well as the positives of what will change



Change curve



Protective Factors

Risk Factors	Protective Factors
<ul style="list-style-type: none"> Bullying Discrimination Breakdown in or lack of positive friendships Deviant peer influences Peer Pressure Poor pupil to teacher relationships 	<ul style="list-style-type: none"> Clear policies on behaviour and bullying ‘Open door’ policy for children to raise problems A whole-school approach to promoting mental health Positive classroom management A sense of belonging Positive Peer influences



Recognising and Addressing Changes During Transition – Four Areas that need Consideration

Physical

Philosophical/Ethos

Social

Curriculum/Pedagogy



Physical

- The size of the school
- The layout of the buildings, site, rooms
- The location of the school (especially in relation to their house)
- The number of people (adults and children)
- The routines of the school (timetable, etc)
- Any special places (Y7 area, library, etc..)



Philosophical/Ethos

- Clarity of values and ethos
- Clear sense of the school's culture
- Friendly, hospitable environment
- Showcase supportive and encouraging teachers
- Ensure a recognition of and support for developing resilience, self-esteem and motivation
- Outline rewards, recognition and sanctions
- Consistency of approach across the school

- Recognise and support potential changes in peer relationships
- Support strategies to help students make new friends
- Address worries about friendships and bullying
- Build links and connections between and within all stakeholders – staff, parents/ carers, students



Curriculum/ Pedagogy

- Ensure pupils have the information to be active learners
- Share curriculum plans for the first term during transition
- Explain and teach the **how**, not just the **what** of learning
- Share language styles and communication methods used
- Make new expectations and thinking clear and consistent – make no assumptions
- Share and encourage new opportunities
- Consistency of approach across the school



Gap Tasks

- Consider your current plans for transition and allocate each element to one of the four main areas we have discussed
- What did you do in Summer 2020 to support and communicate with those who didn't have access to technology? What more could you do this year?



Openness and Honesty

- How can you name the ‘elephant in the room’ with your transition schools?
- Think of two children you know transitioned unsuccessfully. What have you learnt from it? What would have made it better?

