**Skeleton framework for transitions across all phases**

**Used EEF ‘Successful school transitions’ as a guide to draft this framework. Will need to look at their other documents on metacognition and Improving social and emotional learning in primary schools.**

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| **Non–negotiables across all phases** | | | | |
| **Information sharing:** Suggestions as to what should be shared.  Assessment information – KS 2 SATs results other qualitative data.  Portfolio of work setting standards of expectations in the core and foundation subjects. Used as a point of reference for Year 7 leaders and teachers to set ambitious and realistic targets for pupils in Year 7.  Pupils’ work portfolios.  SEND- sharing information about pupils with SEND, multiagency work.  Safeguarding information where relevant.  Attendance information.  **Time scales: To add** | | | | |
| **Pre-school setting Into Reception EYFS in school** | **Reception into Year 1** | **Year 2 into Year 3** | **Year 6 into Year 7** | **Year 9 into Year 10** |
| **Curriculum continuity**  ***Year 1 start with oracy and reading to align with LA priorities.***  ***Year 2 include writing and mathematics.***  ***Accountability- Ofsted, once new framework is in operation.*** | | | | |
| Schools: Transition meetings for Nursery and Reception teachers to focus on transition from Nursery to Reception,  focus on CL.  Transition day events for new parents | Identify gaps in children’s achievement re CL and reading.  Transition meetings with EYFS and KS 1 Phase leaders, teachers what the expectations are at end of EYFS and beginning of KS 1.  Transition meetings with a curriculum continuity focus on phonics, dialogic talk, early reading.  Use of assessments shape the curriculum in autumn 1.  One core text used in Year R in summer term to continue into autumn term 1 in Y1. | Transition meetings -use of diagnostic assessments to identify pupils’ gaps in phonics knowledge and skills.  Moderation / transition meetings.  CPD for teachers – teaching comprehension at KS 2 and Dialogic book talk.  One core text used in Year 2 in summer term to continue into autumn term in Y3.  Year 3 teachers teaching reading in Year 2 in summer term. | Use of diagnostic assessments to identify pupils’ gaps in phonics knowledge and skills.  Moderation / transition meetings.  Link primary and secondary schools. Very early stages – Cherry Lane and Harlington schools. Focus on phonics and reading. Embed disciplinary literacy across the curriculum.  One core text used in Year 6 in summer term to continue into autumn term in Y7.  Arrange visits for Y7 teachers with specific focus on how reading is taught in Years 5&6, shared understanding of what the expectations are at the end of Y6.  CPD for teachers – teaching comprehension at KS2 and Dialogic book talk.  Phonics in upper KS 2 into KS 3 to support decoding and fluency so students decode unfamiliar words in different subjects with automaticity. Progress tracked and shared with secondary schools.  Training for Y5- 9 teachers on phonics to support decoding and fluency.  Provide schools with lists of high-quality core texts books for Y6&7.  Mock secondary day in Year 7.  Year 7 teachers teaching reading in Year 6 in summer term. |  |
| **School routines and expectations** | | | | |
| Visits to primary school | Meet the Year 1 teacher.  Year 1 teaching in Reception in summer term  Autumn 1 year 1. organisation of classrooms similar to Reception and gradually towards class by Autumn half term. | Visits to primary school.  Transition event held by junior school.  Bespoke offer for vulnerable pupils, e.g., visual timetables, video clips, additional visits.  Transition day events for parents. | Visits to secondary school  School.  Transition event held by secondary school.  Bespoke offer for vulnerable pupils, e.g., visual timetables, video clips, additional visits.  Transition day events for parents.  CPD for secondary teachers to run transition ambassadors events.  Transition ambassadors from Years 7& 8 to address Y6 pupils with focus on routines and expectations. |  |
| **Healthy peer networks** | | | | |
|  | Support in place for children who did not meet ELGs in PSED.  Continuation of systems such as Zones of regulation throughout the school, giving pupils the language and opportunities to express emotions. | Transition ambassadors from Year 6 to address Y2 pupils with a focus on mental well-being with the themes on friendship**.** | Transition ambassadors from Years 7& 8 to address Y6 pupils with a focus on mental well-being with the themes on friendship. |  |
| Transition Passport that is passed on to teachers at each of the entry points so what you have at the end of Year 9 is the journey of a pupils from EYFS through to Y10. |  |  |  |  |