
CROSS-PHASE TOOLKIT

Supporting smooth transitions for pupils between the phases of formal education



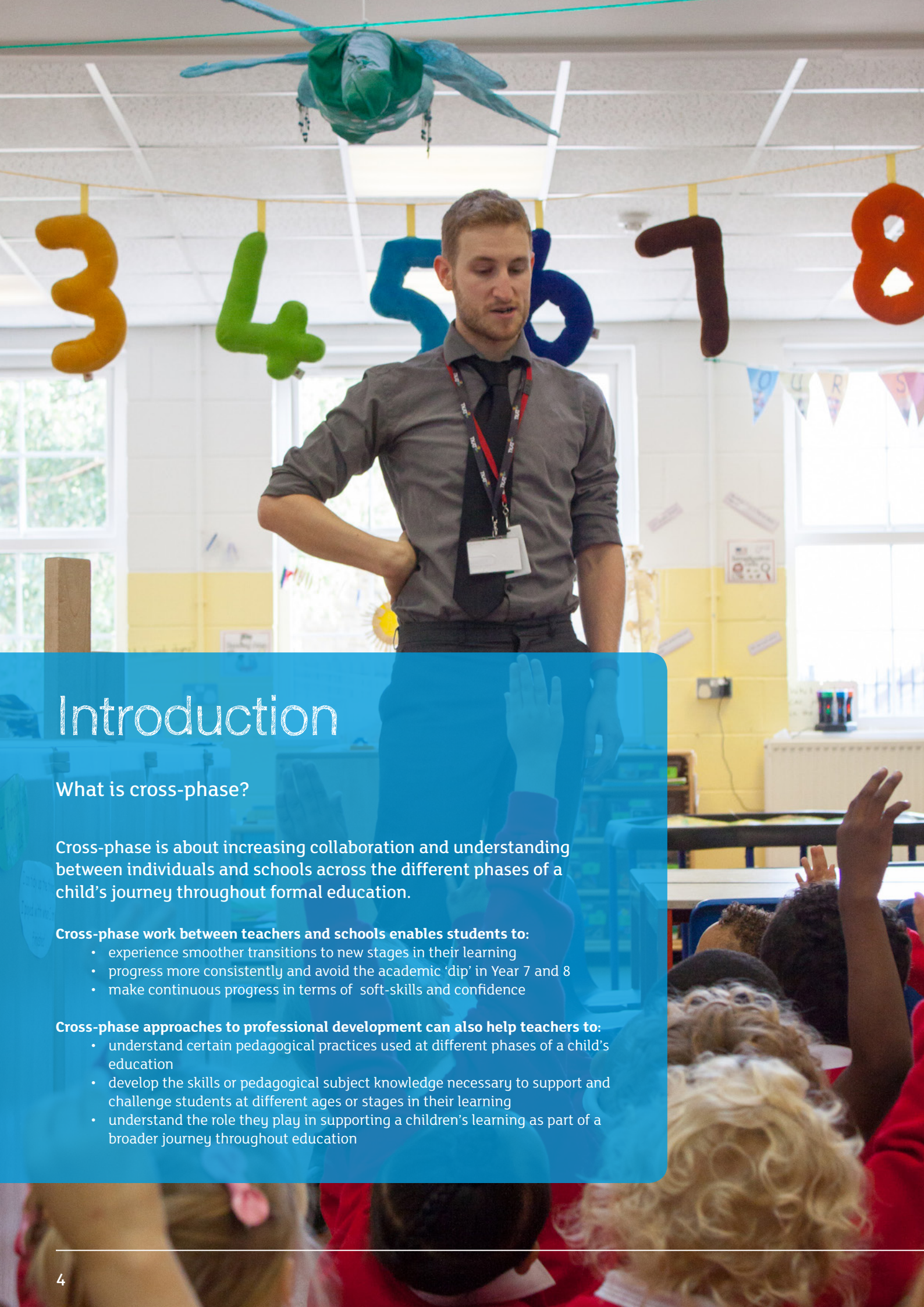
A GUIDE FOR TEACHERS AND SCHOOLS

Acknowledgements

We would like to thank all the teachers, leaders and organisations that have contributed case studies and shared resources to be included in this toolkit. We would also like to thank Neil Kelsall for his support in reviewing literature and research regarding best practice cross-phase work and the impact it has on pupils and schools. We hope that future iterations of this Toolkit will showcase more examples of innovative cross-phase work – if you'd like to share stories of this with us, please contact schoolpartnerships@teachfirst.org.uk.

Contents

Introduction	4
What is cross-phase?	4
How to use this toolkit	5
Research	6
Why do we need more cross-phase collaboration?	6
What makes effective cross-phase work?	8
Strategies	10
Cross-phase work in action	12
1. Family Links Preparing Year 6 pupils for big changes	13
2. TeamCamp Summer school to develop pupils' interpersonal skills in preparation for Year 7	14
3. Artis Drama activities to support Year 6 and Year 7 pupils through transition	16
4. Helen Peter Form time activities to help Year 7 pupils settle in	18
5. Franklin Scholars Peer tutoring to develop student leadership and build confidence for Year 7	20
6. Succeed at Secondary involving parents in discussions to support transition	22
7. Neil Kelsall A Year 6 teacher's approach to preparing his class for transition	24
Cross-school collaborative projects	25
8. Beal High School A collaborative research project across a network of primary and secondary schools	26
9. Hackney MFL Projects A borough-wide approach to improving language teaching at primary and secondary schools	28
10. Oasis Shirley Park An all-through school's approach	29
Supporting teachers' development	30
11. Becca Mitchell A secondary teacher's perspective on the value of visiting a primary school	31
12. Emma Goddard A primary teacher's perspective on the value of visiting a secondary school	32
13. Collaborative Professional Development The impact of a cross-phase collaborative teacher network	34
14. Sam Alner A teacher-led CPD programme for Computing	36
Bibliography & Useful Links	38



Introduction

What is cross-phase?

Cross-phase is about increasing collaboration and understanding between individuals and schools across the different phases of a child's journey throughout formal education.

Cross-phase work between teachers and schools enables students to:

- experience smoother transitions to new stages in their learning
- progress more consistently and avoid the academic 'dip' in Year 7 and 8
- make continuous progress in terms of soft-skills and confidence

Cross-phase approaches to professional development can also help teachers to:

- understand certain pedagogical practices used at different phases of a child's education
- develop the skills or pedagogical subject knowledge necessary to support and challenge students at different ages or stages in their learning
- understand the role they play in supporting a children's learning as part of a broader journey throughout education

The Pupil Journey



This diagram shows the pupil journey as they move from Early Years education, right through to Key Stage 5.

Purpose of this toolkit

The purpose of this toolkit is to support teachers and schools who are interested in collaborating with others across the Early Years, Primary or Secondary phases. It is intended to inspire and enable you to initiate and maintain collaborative cross-phase work that is going to have a positive impact on the children or young people that you work with.

The Toolkit is split into two parts:

1. Research

- Why do we need more cross-phase collaboration? Why there is a need for teachers and institutions across all the phases of a child's educational journey to work together more
- What does effective cross-phase work look like? What the evidence says about the impact of cross-phase work on the lives and outcomes of pupils

2. Stories of cross-phase work in action, and accompanying resources

- What different forms could this collaboration take? Hear from teachers, school leaders and social enterprises that are doing interesting work in this area
- Tools that you can use straightaway: most of the case studies are accompanied by sample activities, lesson plans or models of collaboration that you can adapt to suit your context

Tell us your thoughts...

We'd love to hear more about your project – no matter how big or small it is! We would like to adapt this toolkit in the future to feature more examples and case studies of effective cross-phase work. If you would like your project to be featured in the next edition, please do let us know what you've been doing and what impact it's having. Contact: schoolpartnerships@teachfirst.org.uk

How to use the toolkit

This toolkit is for anyone working in schools with young people, including class teachers, teaching assistants and senior school leaders alike. It is intended to be used flexibly:

- The research in section 1 can be used to back up projects and provide a rationale to bolster proposals for cross-phase work
- Colleagues can dip in and out of the case studies to learn more about the different forms cross-phase work can take, from teacher-led activities to bigger-scale cross-school projects
- Use the ready-to-go resources, or adapt them to suit your specific context
- You'll also find links to selected articles, websites and additional resources throughout the toolkit

Research

This section looks at what the research says about the impact of transition on pupils, and suggests that a lack of collaboration across educational phases can exacerbate some of the challenges that pupils face during this time.

Why do we need more collaboration across the educational phases?

Collaborative projects that link up students, teachers and schools across the Early Years, Primary or Secondary phases can have a positive impact on students and teachers by:

- a) **Supporting students** to experience smoother transitions, and make more continuous progress both academically and in terms of their soft skills;
- b) **Enabling teachers** and schools to learn from best practice across different stages of the education system so they can best meet the specific needs of their students.

Supporting smooth transitions for students

The transition from primary to secondary can be a very challenging time for some children. After all, they go from being big fish in a little pond to little fish in a big pond. Students will need to get used to a new environment and new routines, a new building and multiple new teachers with different teaching styles. Anxieties may emerge: 'Will I be bullied? Will I make new friends? Will I get lost?'

What does the research say about how transition can affect students?

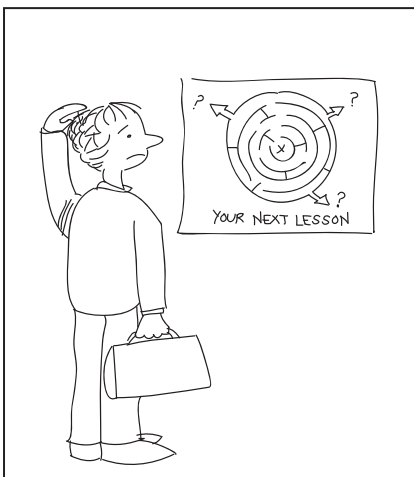
There is a well-documented 'dip' in academic attainment when children transition between primary and secondary school:

- Almost 40% of children fail to make expected progress during the year immediately following the change of schools (Galton, 1999)
- Average progress drops between KS2 and KS3 for reading, writing and maths. The probability of dropping backwards to a lower sub-level is greatest between summer of Year 6 and autumn of Year 7 (DfE, 2011)

There are some factors which make a can make a problematic transition more likely. There is evidence to show that pupils' anxiety in the run-up to transition can lead to more negative experiences, and ultimately dips in educational outcomes. Some groups are more prone to experience such anxiety and a resulting poor transition.

These groups include those that:

- receive free school meals (FSM),
- have lower attainment,
- are of lower socio-economic status (SES),
- have low self-image and self-esteem,
- are in some minority ethnic groups,
- have single parents,
- have no older siblings at their new school.



Transition can cause anxiety which may impact students' learning.
(Image: Tabor, 2004)

Some of these groups are proxies for poverty, therefore it can be said that those in poverty have a higher likelihood of experiencing a poor transition:

"The effects of the transition can be amplified by risk factors such as poverty, leaving some young people particularly vulnerable. [...] The gap between rich and poor widens as the pupils move into and through the early years of secondary education, emphasising that previously existing inequalities increase once a child enters secondary school." (GSR, 2011)

Why is there an academic dip over transition?

There may be several contributing factors to the academic dip, from the onset of adolescence around the time of transition (Mizelle, 1999) to variations in the quality of teaching (Ofsted, 2002). However, many possible reasons can be linked to a lack of collaboration across primary and secondary schools:

- A lack of communication across phases and inconsistent assessment practices across Key Stage 2 and Key Stage 3 can lead to teachers misunderstanding what pupils can achieve:
"Too little discussion took place between teachers in Key Stages 2 and 3 about the standards of work expected of pupils and about approaches to teaching." (Ofsted, 2002)
- Sometimes secondary teachers underestimate the academic capabilities of primary school children (McGee, 2004; DCSF, 2008; Galton, 1999).
- Sometimes there is a lack of trust and conflicting perspectives between phases, rather than a common understanding of the issues at play. Some studies have outlined some common views from a primary and a secondary perspective (NFER 2006). It is unlikely that any one of these factors alone is the root cause of the dip; rather, it is likely that a combinations of these factors exists:

PRIMARY

"The teaching style can be very different at secondary, with lots more individual work and less group work. Sometimes content is repeated or level of work set at Year 7 doesn't challenge pupils sufficiently or build on what they achieved in Year 6. The primary school is usually small and familiar. Pastoral systems at Secondary can be less effective, so underachievement can go under the radar".



SECONDARY

"In Year 6 primary pupils were taught to the SATS test, so results aren't always an accurate representation of a student's level. They can lose momentum following SATs tests. When they get to secondary, they needed time to adapt to the school culture, being taught by different teachers, and dealing with peer pressure. This can lead to them becoming disillusioned after the initial enthusiasm of being at a new school."



Enabling teachers and schools to learn from best practice

“It was not common to work collaboratively with teachers in other schools. About one quarter of secondary teachers and approximately one in eight primary teachers said they did not work with teachers from other schools at present.” (Weindling, 2005)

Greater collaboration between professionals and schools at these different phases would help to:

- agree a common approach to address some of the problems around transition
- improve teaching quality, since teachers can learn from each other through an exchange of skills or knowledge:



PRIMARY

“As part of the broad primary curriculum, we teach over 12 different subjects. In some subject areas I feel I don’t always have the depth of subject knowledge to push some of my more able pupils.”

“We are skilled at teaching complex core concepts such as phonics, early writing and numeracy. We often teach classes with a vast range of abilities, so we have to differentiate well to meet our pupils’ needs.”



SECONDARY

“As a subject specialist, I could offer subject knowledge guidance on my specialist area”.

“I sometimes teach students who struggle with literacy and have a reading age of 7 years or lower. I don’t always feel equipped to help students with such low literacy levels, or to differentiate my lessons to make learning accessible to them”.

What makes effective cross-phase work?

What makes an effective transition?

The DCSF, (2008) categorised three adjustments that students need to make in order to transition successfully:

1. Social adjustments: children develop new friendships, improve their self-esteem and confidence.
2. Institutional adjustments: children adapt to new routines and the school’s organisation.
3. Curriculum adjustments: students show an increased interest in school and school work.

Other research (Measor, 2005) suggests that a successful transition depends on crossing five ‘bridges’. These can also be applied to cross-phase projects that aim to support collaboration beyond the transition period too.

The Bridges:

BRIDGE	INCLUDES	EXAMPLES
 Bureaucratic	The general management of the transition process - formal liaison between schools, usually at the senior management level.	Transfer of pupil records; achievement data; meetings and visits (parents, head teachers); etc.
 Social	Social links between students and their caregivers with the new school prior to and immediately after transfer, and student 'induction' into the new school.	Induction days; open evenings; special visits for use of facilities; school orientation; classes; booklets; etc.
 Curriculum	Improving curriculum continuity between primary and secondary - sharing plans for the content to be taught on either side of the 'divide'. Teachers rather than senior managers would be involved here.	Cross-phase teaching; bridging units; summer schools; joint training days; sharing or shared planning.
 Pedagogic	Continuity in classroom practice and teaching - developing a shared understanding of how students are taught, not just what they are taught.	Understanding differing teaching styles, perspectives and skills; CPD; teacher exchanges at primary/secondary
 Management of learning	Ensuring pupils are active participants in their transition. This would entail empowering the student and the family with information about achievement and needs and the confidence to articulate these needs in the new environment.	Information to parents/pupils; learning portfolios; samples of achievements; pupils' awareness of needs/talents

AAIA, 2000; Fuller, 2005; Galton, 1999; Measor, 2005; GSR, 2011

The first three of these are easier to manage, but have less impact than the last two. While it is possible for each 'bridge' to exist independently, there is a hierarchical relationship which secures the most effective practice (Fuller, 2005). Bureaucratic arrangements tend to precede high quality social activity, and both these bridges are generally in place at most schools. Research suggests that only a small proportion of schools focus on the other three bridges (Galton, 1999). However, when all five bridges are firmly in place, this is when we see the greatest impact on Year 7 pupils (Fuller, 2005).

Strategies to aid smooth transitions:

There are various strategies that can support smooth transitions by targeting each of the five 'bridges'. For example, employing a transition worker can deal with bureaucracy (DCSF, 2008); planning an Induction Day can help children socially; a bridging unit which overlaps work from primary to secondary can provide curriculum continuity (AAIA, 2000); staff exchanges between primary and secondary can support consistent pedagogy (Measor, 2005); and agreeing targets in Year 6 for Year 7 can develop the management of learning (AAIA, 2000). If you want to ensure smooth transitions and excellent cross-phase links at your school, it is worth planning in a strategy or activity to meet each of the five 'bridges'. You can use this free self-assessment tool to check the degree to which your school is crossing each of the five bridges (<http://trevorfolley.com/wp-content/uploads/2011/09/KS2-KS3-5-bridges-self-eval-tool.pdf>).

The following grid contains links to several resources available on line, and categorises them by the 'bridge' they aim to address.

Strategy or activity					
Activities to support Y6/Y7 through transition		×			×
Activities to support Induction for pupils for SEN		×			×
Transition postcards for Y6/Y7 students and for parents	×	×			×
Passport to next year	×	×			×
Cross-phase pen pals Y6/Y7	×	×			×
Strategies to arrange bridging projects, visits or buddy systems	×	×	×	×	×
Transition co-ordinator role: Transfer of pupil data and organising an Induction Day	×	×			
Collaboration at teacher/department level for curriculum continuity	×		×	×	
Co-ordinating visits/exchanges between primary and secondary staff	×		×	×	×
Pupil target setting across KS2/KS3		×			×
Example of an English bridging unit	×		×	×	
Programme to support transition for vulnerable students	×	×			
Improving partnerships between primary and secondary	×	×	×	×	×
Clubs to support transition of vulnerable students	×	×			

The next section looks at several case studies of cross-phase work in practice. The grid below demonstrates which of the 'bridges' each case study addresses:

Case Study					
Family Links		X			X
Team Camp		X	X		X
Artis		X			X
SEN Induction	X	X			
Franklin Scholars		X			X
Succeed at Secondary	X	X			X
Year 6 Activities		X	X	X	X
Beal High	X	X	X	X	X
Hackney MFL	X		X	X	
Oasis Shirley Park		X			X
Cross-phase teacher visits			X	X	
Cross-phase CPD Network			X	X	
Teacher-led Subject CPD			X	X	



Bureaucratic



Social



Curriculum



Pedagogic

Management
of learning

Case Studies

Cross-phase work in action

The following case studies showcase cross-phase work in action in schools and classrooms. The case studies have been selected to highlight the range of forms this collaboration can take, and outline innovative work that teachers, school leaders and social enterprises are doing in this area. Most of the case are accompanied by tools that you can use straight away – you'll find links, resources or sample activities that you can adapt to suit your context.

The Nurturing Programme

The Transition Project for Year 6 and Year 7 students

What did the project aim to address?

The Nurturing Programme Transition Project was set up in response to demand from primary and secondary teachers who noticed the adverse emotional reactions that young people were having before and after their transition to secondary school and the knock on effects on behaviour, engagement, engagement and progress.

The Transition Project is designed to enhance the social and emotional competencies of these pre-adolescents. The development of such skills helps to prevent the sometimes disruptive behaviour that arises when difficult feelings go unnoticed – wherever they may manifest themselves on the continuum between aggression and withdrawal. This in turn can increase students' capacity for effective learning from the outset of their years at secondary school. Early intervention in this area is known to prevent further and more significant issues from arising later in secondary school.

How does it work?

The Nurturing Programme Transition Project involves a combination of professional development for teachers – Year 6 class teachers and Year 7 tutors – alongside the use of the Family Links Transition Handbook for Circle Time/PSHE classes.

Professional development involves bringing teachers from both phases together for a workshop to explore emotional health generally and the transition project more specifically. It also includes a session plan for a summer term workshop for parents and carers (and their Year 6 children) to support transition.

The Year 6 and Year 7 schemes of work in the transition handbook reflect National Curriculum guidance for PSHE and Citizenship, and work best when both the feeder primary and the secondary school are trained in and committed to using the Nurturing Programme.

The Nurturing Programme principles are at the core of work carried out by Family Links. The programme is founded on research carried out by Dr Stephen Bavolek, a pioneer in the field of emotional health, wellbeing and nurturing.

The programme has been developed into an effective tool for teaching PSHE and Citizenship. It reflects many of the aims in government policy and initiatives for children, schools and families: in particular the focus on wellbeing, resilience and character; the pupil premium; and mental health.

Download the full resource [here](#).

What impact does it have?

The impact of this project is significant for pupils, teachers and parents:

- Pupils experience greater stability and consistency in their transition between the two school environments.
- Teachers also notice that pupils are ready to learn and less likely to demonstrate disruptive behaviour rooted in difficult feelings.
- Parents are also engaged throughout the project – and are given opportunities to understand the emotional health of their children.

Greater collaboration between parents, primary and secondary teachers and schools is key in allowing children to feel supported in transition and ensure a consistent approach during this challenging time. The [Nurturing Programme Transition handbook](#) gives staff a framework in order to do this, helping children develop their social and emotional literacy skills, reducing disruptive behaviour and building empathy and relationships.



<https://www.familylinks.org.uk/>





KICK-START ACTION...

What could a teacher/ school leader do to start this project/ adapt this project for their school?

Try out one of the free sample session from Family Links that can be found [here](#).



<http://www.teamcamp.co.uk/>



Summer School

Summer school to develop pupils' interpersonal skills in preparation for Year 7

What did the project aim to address?

The Government recently set up a summer schools programme which helps secondary schools run fully-funded summer schools for new Year 7 pupils from disadvantaged backgrounds. TeamCamp is a summer school provider that helps schools benefit from this funding opportunity while giving their most vulnerable pupils a powerful start to their secondary school career.

The programme enables schools to:

- make the most of the summer schools funding opportunity
- instil confidence in new Year 7's about starting school and doing well academically
- reduce pupil skills gaps in literacy and numeracy prior to starting secondary school

Working with TeamCamp removes the hassle of running a summer school while ensuring high quality. High quality comes in the form of a specialist maths and English programme, energetic and committed staff, pupil-staff ratios of 1:4, a fun and engaging programme to promote teamwork.

How does it work?

The two-week summer school includes a balance of specialist English, maths and science sessions and fun activities that build confidence, community, and communication skills.

The maths and English courses are designed to be fun and interactive. They also have staff:pupil ratios of 1:4 so that close support can be provided to those who need it most.

Non-academic elements include sports, street dance, art and group challenges, with children working in teams of 6 to build their confidence. TeamCamp trains staff to promote a growth mind-set, while reflection and discussion about specific character skills help to boost pupils' self-awareness and learning from group tasks.

For a flavour of TeamCamp's activities, see the accompanying resource opposite.

How is the summer school set up according to this model?

- Team Camp meet with the school to agree programme details, school staff inclusion (if any), and projected size.
- School completes light-touch online DfE funding form before the end May to receive £500/pupil.
- TeamCamp costs typically are £300-400/pupil for a two week summer school, and its agreement removes any risk associated with lower than expected numbers.
- TeamCamp provide summer school at the school site, in partnership with the school.

What impact does it have?

Feedback on TeamCamp's model of summer school suggest that it powerfully delivers against its goals:

- 93% of pupils rated the summer school experience as 'good' or 'amazing'
- 98% of pupils said their maths and English skills improved. Of these three quarters said they improved 'a good amount' or 'lots'
- Reported confidence about starting school also improved
- Maths tests results improved by an average of 34%, and English results improved by over a sublevel on average over the two week programme

See the www.teamcamp.co.uk for more information or to invite TeamCamp in for a meeting. TeamCamp will happily advise schools to determine their summer school plans, regardless of whether the school ends up employing TeamCamp or not.

RESOURCE

Facilitation Guidelines

The summer camp Mentors play a crucial role in facilitating students to develop the soft skills and attributes that will help them be successful at secondary school. The model below highlights ten 'behaviours' that constitute effective facilitation. Team Mentors lead by example in displaying these behaviours, and encourage the children in their teams to display such behaviours by:

1. Explaining what he or she, the Team Mentor, is doing (when practicing these behaviours),
2. Praising such behaviour when children display it (and being specific in their praise).

TEAM 'ADVANCER' SKILLS

- 1 Clarify (e.g. points made or objectives)
- 2 Building on points (that others have made)
- 3 Summarise (e.g. ideas and opinions made so far)
- 4 Seek agreement (on decisions to be made)
- 5 Suggest move on (to keep the team on time)

TEAM 'COHESION' SKILLS

- 6 Active listening
- 7 Avoid adding noise
- 8 Positive, non-threatening manner
- 9 Draw out different views
- 10 Seeking feedback to build consensus

GROWTH MIND-SET: *Why and how to praise Effort instead of Ability*

- When you praise *ability*, you foster a mixed mind-set, the belief that one's intellectual ability is inherent. Those with this mind-set see mistakes as failure: a sign they are not talented enough for the task.
- When you praise for *effort*, you encourage a growth mind-set, the belief that intellectual ability can be developed through education and effort; that brain power is like muscle power: exercise it and it grows.
- This means that instead of trying to avoid mistakes, you actively seek them out to boost your learning .

So instead of praising the person, praise the PROCESS - e.g. effort and strategies employed:

"Nice one, you've found a clever way of doing that."

"When you ask questions to figure out what you're doing, I appreciate your curiosity".

"I like it: you've kept at it and are trying different approaches."

artis...



Artis physicalises the curriculum through the performing arts, providing magical learning experiences that help children to achieve and schools to raise standards. Our highly trained arts educators work in schools to boost achievement, improve speaking & listening skills and build confidence and self-esteem.

www.artiseducation.com

The Lost Island

Drama activities to support Year 6 and Year 7 pupils through transition

How does it work?

A chocolate fountain, a volcano spewing tropical juice, a vast expanse of tree houses and a couple of pirate ships were just some of the weird and wonderful things found on an imaginary island dreamt up by Year 6 pupils from New Chapter School in Milton Keynes. As new arrivals to the island, the children explore their surroundings, sampling the chocolate fountain, tending to the chicken farm and conducting experiments in their underground lab.

Needless to say, this workshop is great fun, but there is more to this activity than meets the eye. Children are building the vital survival skills needed for their transition to secondary school.

The performing arts can make the transition to secondary school an enjoyable experience that motivates and inspires a new cohort. Year 6 children can be nervous about making the transition to secondary school. Many are settled in to friendship groups that will likely change in their new school, they will need to navigate a new, larger building, as well as become familiar with new teachers and a different learning environment.

Artis provides a programme that begins in Year 6. Students are introduced to a secret agent who brings them to an unfamiliar place – the Lost Island. This stimulating and imaginative adventure requires the children to hone their skills in confidence, caring and coordination in order to succeed. They are guided through a series of tasks that use movement, drama and music to boost their confidence, team work skills and imaginations.

In the second phase, children are reunited with their secret agent. This time their mission is to retrieve the lost jewels from the island of Gulpa. Supported by their secret agent, the children work in teams, participating in tasks that require them to show creativity, cooperation and determination. The workshop finishes with an awards ceremony, congratulating the children on their achievements and recapping the skills they have demonstrated.

The workshop is held in their own primary school, a familiar and comfortable environment for the children. The first phase of the programme is delivered in the majority of feeder primary schools, and the second phase takes place in the secondary school environment, usually on a Year 7 Induction Day.

What impact does it have?

Schools engaging with this programme have repeatedly reported that students:

- settle in to secondary school life much faster
- are more confident making friends
- feel happier in their new environment.

The Artis Transition programme is available to all schools in UK, and is tailored to each school depending on school size and cohort. Many of the activities in these workshops can be adapted to be run by class teachers - please see our accompanying resource for ideas on how to get started!

RESOURCE

Explain to the children that they will be secret agents, sent on a mission to recover stolen jewels. You may wish to deliver these activities in role, as the head secret agent giving out the mission. Emphasise the vital importance of teamwork, as that will help them overcome the challenges, and will also make big changes in life (like going to a new school!), much easier.

Activity One

Stealthy secret agent

Begin by brainstorming vocabulary to do with secret agents. Explore these words and use them as inspiration for their movement ("let's try moving stealthily!") as well as for their group names.

Ask the children to walk round the space like a secret agent. How would they move (stealthily, smoothly, carefully)? What facial expression might they have (serious, composed, alert)?

With the children in groups of 4-6, give them 5 minutes to think of a name and a motto for their group of secret agents (e.g. "The Spectacular Spies: Solving riddles in the blink of an eye!"). Then ask them to rehearse speaking their group name and motto together as a group, whilst striking a group pose.

Ask them to portray themselves as skilled and dynamic (e.g. action poses, different levels, sense of unity in the group).

Watch each group's performance, with suitable music playing in the background.

Activity Two

Keeper of the jewels

This activity promotes good ensemble work and awareness of the group, which in turn provides good opportunities to talk about themes of sensitivity to others, co-ordination and working as part of a team, which are vital skills during Transition.

Set up the idea that you are guarding the stolen jewels, and the children must crack a code to move in and capture them. The children should tackle this in their secret agent groups. Use a percussion instrument to teach the code below as a group first and see who can reach the jewels without making a mistake. Practise these as a whole class, emphasising the need to move together.

- Two beats/crochets = two jumps forward
- Three beats/triplets = three light little runs
- One scrape = slow and low slide/stretch across the space
- One quick beat = a spin

With you as the watchman in the centre of the room and the groups approaching from different angles, see if they can follow the exact movements that you ask for with the percussion instrument. Emphasise moving correctly, moving as a team in unison.

These short activities provide opportunities for children to work together in a safe environment with clear parameters. They are designed to be fun, creative and accessible to all, and will boost children's confidence and self-esteem at a time when children need plenty of both.





Helen Peter
Author of 'Making the Most of Tutor Time', Speechmark, 2013 www.Hpsourced.co.uk



Helen Peter

Organising an induction afternoon for vulnerable students and their parents

What did the project aim to address?

We know that certain groups of children are more likely to struggle over the transition to secondary school. Especially vulnerable are those children who receive free school meals, are of lower socio-economic status, or who have low self-image and self-esteem. In some cases children with Special Education Needs can find transition particularly challenging.

How does it work?

In order to improve transition for some of the most vulnerable students, the secondary school worked closely with the main local feeder primary schools to identify those students most at risk of falling behind. Secondary colleagues visited feeder primary schools in order to gather this information directly from primary teachers. Those students were then invited to an Induction afternoon, along with their parents or carers.

Helen Peter, an educational consultant, led the day along with colleagues at the secondary school and explains how it worked:

"The Head of Year 7 and I delivered four workshops for parents and students, with parents from the PTA providing refreshments and volunteer Year 7s hosting. We set up tables of about 6-8 people on each, including current Year 7s, parents and carers, incoming Year 6 students and their siblings. The activities and sessions were designed so that there were plenty of opportunities for discussion and to meet people."

"The Head of Year 7 started off with a presentation to introduce the basics about the school. Then we had a 'worry box' exercise where everyone could chat on their table to go over the issues raised together. It was very successful and most questions were answered. The afternoon was also an opportunity to organise additional administrative elements around transition, such as parents completing forms for financial support in buying uniforms."

"Perhaps the most significant thing is that the SENCO was not actively involved in all the planning of the day. This was an important step forward in all staff sharing responsibility for ensuring the most vulnerable students settled in well to the new school."



KICK-START ACTION...

Certain strategies can help to target specific groups to help them transition:

- See [here](#) to learn how using a primary school model can support vulnerable students to transition
- See [here](#) for a booklet of several activities that can be used on an induction day for students with Special Educational Needs

RESOURCE

The Worry Box

The Worry Box idea is nothing new, but it can be used to support pupils to talk about their hopes and fears over transition. This activity can be done with a Year 6 class at school or on a visit day to the new secondary school, or it can be done with a new Year 7 tutor group in the early weeks of term.

Hand out a post-it note for each pupil to jot down any hopes or fears about secondary school. All the slips go anonymously into a box or pot.

Then pick out some of the slips and ask the group for help to answer the questions. If you can, you could arrange for some older students to be present to help answer some of the questions too.

Example questions:

What if I find it hard to make friends?

What if I get lost?

What do we do in Tutor time?

What if I get bullied?

What if I'm in a different class from my friends?

Where do I go if I'm ill?

What if I get stuck doing work?

Will I get lots of homework?

What if my carer can't afford all the right uniform?

Another way to do this is to divide the groups up and give each several of the slips or cards printed from the grid (you could add in some of your own questions and some black slips too) for the groups to discuss.

If you like you can make posters or a short film to go onto the school website so that other worried Year 6 or Year 7 students and their parents have some answers online!





Peer Tutoring

Tutoring to develop student leadership



<http://www.franklinscholars.org/>



What did the project aim to address?

We know that transition is a challenging time for vulnerable children, many of whom suffer very damaging dips in confidence and in academic progress in Year 7, and this is actually identified as a point in time when a person's entire future can be decided. Franklin Scholars is a peer-tutoring programme and takes the approach that for every one of these vulnerable children, there is an older student in the same school that is very well equipped to help.

Evidence shows that peer tutoring – when properly structured and supported – can be a very high impact intervention, that benefits are apparent for both tutor and tutee, and that students from disadvantaged backgrounds stand to make the biggest gains. Peer tutoring can mobilise students to make a difference in their own schools, and support the younger pupils that need it most, when they need it most.

How does it work?

The Franklin Scholars are our schools' most promising Year 10 students. Through a rigorous recruitment and training process, the programme empowers the Franklin Scholars with the skills and tools they need to be emotionally intelligent mentors and focused literacy tutors for at-risk Year 7 pupils.

Once recruited, trained, and strategically matched up with Year 7s, the Franklin Scholars and their mentees meet up for a total of one hour each week. Sessions combine the following elements:

- Group activities to build relationships, confidence and communication skills;
- 1:1 literacy support to build skills and confidence in reading and writing and to encourage reflective and analytic thought and dialogue;
- 1:1 academic mentoring to help students develop the necessary mindsets and habits to succeed in secondary school.

The Franklin Scholars are provided with a toolbox packed full of bespoke activity cards, official handbooks for them and tailor-made scrapbooks for their mentees, reading books, quizzes, stickers, and other inventive resources to aid the tuition and mentoring processes.

What impact does it have?

"This is more than a mentoring programme. It's targeted support for vulnerable Year 7s, it pushes our Gifted and Talented Year 10s further towards their own potential, provides genuine leadership development experiences and raises literacy attainment across both year groups."

**Jon Bilby – Vice President,
Langdon Academy.**

A ADVENTURE CONFIDENCE COURAGE CREATIVITY OPTIMISM CURIOSITY LEADERSHIP	B BALANCE OPEN-MINDEDNESS HUMILITY RESILIENCE SELF-WORTH REALISM SOCIAL AWARENESS
C COLLABORATION COMMUNICATIONS SKILLS COOPERATION EMPATHY SOCIAL AWARENESS COMPASSION TEAMWORK	D DISCIPLINE PROBLEM SOLVING PERSEVERANCE SELF-CONTROL FOCUS GROWTH MINDSET CRITICAL THINKING

Have a look at these examples of our ABCD skills and habits framework, and one group activity card which encourages students to discuss the skills they're developing, linking back to the framework.

This project can be easily adopted in any school, and adapted to suit the needs of different students. What sets it apart from most in-school buddying or peer mentoring schemes is the recruitment and training of the mentors, and the support and tools they receive in order to do their job well. We are more than happy to offer advice in setting up your own schemes, or to discuss implementing the full Franklin Scholars programme in your school.

RESOURCE

The Human Knot

How?

- 1 Get into groups of 5-10 people
- 2 Each group stands in a circle, facing inwards
- 3 Each person stretches out their arms and grabs the hand of a different person with each of their hands
- 4 No one should be holding the hand of the person next to them
- 5 Now... try and untangle yourselves!
- 6 If the knot gets broken, you must start again.

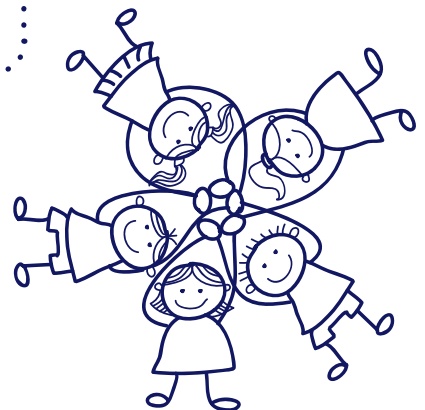
SUGGESTIONS:

- Try with fewer or more people
 - » What works best?
- Let one or two people step outside of the group to observe
 - » What's working well/ not so well?

REFLECTION:

- How did the group work as a team?
- Did the group communicate well? Could they communicate better?
- Did anyone take the role of leader within the group? Would it help if someone did?
- Who was good at coming up with creative ideas for solving the problem?
- What skills are necessary for doing this activity successfully?

To find out more about Franklin Scholars visit www.franklinscholars.org





<http://www.succeedatsecondary.com/>



Developing Emotional Intelligence and a 'Growth Mindset'

Involving parents in discussions to support transition

Succeed at Secondary is a resource for teachers and parents that can be used to support students at primary or secondary school. The book uses an approach designed to provide a common language for teachers, parents and students to help them explore questions about attitudes to learning. It involves parents as key players in supporting students' transition: through conversation, parents can help students to develop and maintain positive attitudes towards learning that will stand them in good stead throughout school, and beyond.

How does it work?

The approach is based around three principles to support more meaningful conversations about learning with students:

1. **'Identify'**: Thought-provoking questions that adults can use to engage children aged 7-14 in constructive conversations about learning and school.
2. **'Connect'**: These questions help to connect with the child's understanding of themselves as a learner, and help children to see how they can manage school and learning more effectively. Students are encouraged to consider how they can develop key learning skills such as planning, researching and managing time pressures.
3. **'Explore'**: Lots of guidance, advice, tips and strategies to develop the independent learning skills and attitudes that students will need to succeed at secondary school.

The book provides a 'roadmap' of common issues that children may face during transition. It also offers guidance on how adults can improve their own coaching skills as they explore these challenges with students, and guidance on how to clearly model the reflective attitudes towards learning we would like our students to display.

What impact does it have?

- **Empowers students**: Effective conversations around key challenges that students may face help children to overcome these obstacles, and as such enable them to engage positively and proactively with their own learning.
- **Engages parents**: Parents who have a defined role to play alongside teachers are much more likely to engage pro-actively in their child's learning and to support the school.
- **Supports teachers**: Teachers see a positive impact on individuals' confidence and on the class culture as a whole. This impact is greater in primary but a Year 7/8 tutor/class teacher will also see a significant impact.

How could you start using this approach?

- Use the 'Identify' questions with one child, or with a class, to establish a focus on learning attitudes.
- For students with low self-confidence, use the I.C.E. approach to challenge the "I can't do it" response and develop a **growth mind-set**.
- Focus on learning attitudes in communications with parents, or develop parent workshops on 'coaching learning attitudes'.
- Try shaping a peer mentoring programme so students can use these questions to coach each other.

Contact Succeed at Secondary for more information and to apply for training on how to lead parent workshops using these resources.



RESOURCE

Parents and teachers can use the following questions with students to think carefully about how Planning and Reviewing can help them succeed at secondary school



Plan and Review - Identify

- What have your teachers told you about planning your work?
- How well do you cope with the pressure of getting work in on time?
- What have you changed in the way you organise homework?
- What do you think you need to do to improve how you work?
- How much do you depend on others to remind you to get things done?
- How good are you at reflecting on mistakes and how determined are you to prevent future problems?

Plan and Review - Connect

Planning time will vary according to the size of the task but it is never wasted time. Planning time is especially important when you are under pressure.

- What do you think about these steps in planning and reviewing your work?
 - » Plan and gather the resources you need as a first step
 - » Assess the nature of the task – do you understand what you need to do?
 - » Decide what the final project should look like
 - » Consider how much time each section might take and include extra time for problems
 - » Check over your work -have you achieved what was required? Have you avoided careless mistakes?
- Could you have been more efficient or more effective?
- What have you have learned about your skills as a learner?
- Summarise the project for your coach in a few sentences

Plan and Review - Explore

In order to prepare pupils for transition, encourage parents to...

- Discuss planning in areas of life unconnected to school, such as involving their child in long-term projects at home e.g. planting something or planning a holiday
- Allow their child to manage something in the family home over a period of time, for which they are rewarded
- Help their child assess the information gathered for projects
- Help their child check for errors but not take responsibility for correcting them
- Help their child developing first drafts, and by asking “talk me through what you have produced so far”
- Encouraging parents to reward efficiency and thoughtful reflection



See [here](#) for more ideas and a free extract from the Succeed at Secondary book.



Neil Kelsall

Top tips to prepare Year 6 students for transition

What did the project aim to address?

We know that transition can be tough for many students. As a Year 6 teacher I use various strategies in class and in my planning to prepare my students for the big change, and as a whole school we use additional strategies to bolster these and make sure pupils are as well prepared as possible.

Here are some of my top tips:

Individual teacher – helping with routines:

- Homework. Emulate the routine at secondary by collecting homework at an arranged time and by a specific teacher (i.e. maths teacher period 1, English teacher period 2)
- Work to a singular lesson. Don't allow children to get into the attitude of I'll "finish off next lesson". At secondary they'll need to keep the pace up!
- Work to the bell. Allow children to hear a bell and know it's their break/lunch time.
- Use planners. Become accustomed to writing homework in a planner.

Individual teacher – academic:

- Continue with a high standard of maths and English after SATs. In maths we switch from the SATs 'drilling' to more investigative, 'big problem' maths (try nrich.maths.org).
- Continue homework and routine expectations throughout the year, right until the end.

Whole School

- We have specialist Mathematics and English teachers who use their deeper subject knowledge to challenge students at the appropriate level. This also helps them get used to having more than one teacher, and become familiar with moving rooms between classes.
- As well as organising transitional activities, we organise regular visits to and from our local secondary school. We are also able to use their specialist facilities for PE, science and cooking. Ask and schools will normally help!
- A specialist French teacher from the local secondary school comes to teach French to Year 4 and 5 (again, ask and most secondary schools will accommodate!)
- We lead CPD which is shared across primary and the local secondary. This helps us to be consistent with things like behavioural policy and learning methodology, which will help our students to experience transition more smoothly.

What impact does it have?

It's so difficult to measure the impact of these strategies, but we've found that teachers find that students are generally better organised and settle in quicker to new routines. We also hear this from students who come back to visit us from time to time!

RESOURCE

Try setting up 'cross-phase pen pals' with a local secondary school so your students can ask questions about the other school and practise their writing too!

- Two teachers link up, one from primary, one from secondary; or one from KS3 and one from KS4 in another school
- The teachers agree a theme for the letters (hobbies, school, life achievements) and then encourage their students to write a letter to their pen pal
- The letters are exchanged and the children learn about other students' lives/stories. Replies are then sent, as many times as desired





Collaborative School Projects

The following case studies outline projects that bring together primary and secondary schools in order to support their students. Read about one secondary school's innovative collaboration with local feeder primary schools; a ground-breaking borough-wide approach to align Languages teaching across primary and secondary; and an all-through school's approach to supporting transition.

Beal High School

A collaborative research project across network of primary and secondary schools

What did the project aim to address?

Over two years, Beal High School in Redbridge, Essex, ran a collaborative research project together with several local primary schools. The project aimed to improve students' transition into secondary school by looking into the following areas:

1. How can we improve communication between Beal and the feeder primary schools, especially around vulnerable students?
2. How can Year 6 and Year 7 student voice work prepare students for leadership roles and help alleviate students' worries around transition?
3. How can specialist subject preparation and reading interventions support smoother transitions?

How does it work?

The research project involves regular liaison and meetings with representatives from the local feeder primary schools, and incorporates opportunities for incoming Year 6 pupils to visit the secondary school and discuss their concerns around transition.

1. **September:** Year 7 students completed a survey around their experiences of transition. The findings of this survey contributed to the research questions and potential areas that could be improved regarding transition
2. **October:** A preliminary 'Transition Planning' meeting took place. This was attended by representatives of Beal High School, The Forest Academy and local primary schools. The group agreed several hypotheses, or potential barriers to transition, that they would like the project to unpick
3. **November:** In order to test out the hypotheses, Beal hosted a research day which involved:
 - A series of Year 7 and Year 8 lessons were observed by staff and pupil representatives from several of the local feeder primary schools. Year 6 pupils were asked to look for any instances of repetition of content or differences in pedagogy from primary
 - Focus groups attended by Year 6 pupils, primary teachers and Year 7 students. This was an opportunity to discuss pedagogical differences between primary and secondary, alleviate pupils' concerns about their new school, and discuss advice around preparing for secondary school.
4. **Spring and Summer terms:** Follow up meetings with representatives from the various schools to agree interventions and steps to remedy the identified issues
5. **September:** Final phase of data collection at the end of the first Year 7 term in order to analyse the impact of the interventions and directions to move forward for the following years.

What impact does it have?

- Greater support for vulnerable students who may fall under the radar during the transition to secondary school
- Increased confidence and ease of transition for the majority of students leading to greater success in the early days of Year 7, and a reduction in the academic 'dip'
- Increased collaboration and alignment between primary and secondary teachers results in greater consistency around expectations and how to prepare Year 6 pupils for the different teaching styles they might experience at secondary
- The project rolls over each year so failed interventions are reviewed at the end with the potential to be reinvigorated the following year

"The primary issue that needs remedying is the lack of coordination/cooperation between primary and secondary school. As such, it would be beneficial for Key Stage Three teachers (potentially Key Stage Three coordinators) to visit primary schools in order to see how their subject is taught and use this to inform the planning of lessons, both in terms of content and tasks. Also, this would be an opportunity to observe questioning techniques in primary schools. This would have the added benefit of establishing and consolidating links between Key Stage Two and Three. This should not be confined to Key Stage Two, but should also include aspects of the Key Stage One curriculum."

Nick Weinberg, Beal High School

KICK-START ACTION...



"Use data captured from the current Year 7 through interviews and level data to identify areas of weakness and potential improvement specific to your school. You can then use this to initiate a collaborative research project that can have a huge impact on incoming cohorts."

Daryl Sinclair, Beal High School



<https://www.learningtrust.co.uk/TPG/spanish/Pages/Spanish.aspx>



One Borough, One Language

A case study of Hackney languages provision for primary and secondary schools

In 2013, 52 primary schools and 11 secondary schools in the borough of Hackney all agreed to teach Spanish as the first language in primaries and to add Spanish in the secondary curriculum, if the school was not already teaching it.

The rationale

This agreement was made to ensure a coherent and smooth transition from primary to secondary and to enable the pupils to attain high standards in Spanish. This also coincided with primary languages becoming statutory in September 2014 and the need to train primary teachers to fulfil this requirement.

How does it work?

The primaries agreed to begin teaching Spanish or to switch from another language to Spanish. The approach differs from school to school: some schools beginning with Year 3 and others are teaching from Reception to Year 6. The end result is that in September 2017 there will be the first cohort of primary pupils who will have consistently received Spanish teaching for at least four years. Secondary schools will receive a report on each pupil and this will enable them to make a smooth transition into Year 7 and pick up Spanish from where they left off in primary.

Primary schools are using a variety of creative ways to ensure pupils receive quality language lessons:

- The borough and two secondary schools have provided free language classes for all staff in Hackney schools.
- Schools are keen to make use of the native speaking staff they have within schools. A course was run to train native speaking Teaching Assistants to teach Spanish and thereby making use of the resources already within school.
- In some cases, the class teachers are rising to the challenge and are delivering the MFL curriculum themselves. MFL leads are appointed in each school to drive the curriculum and attend central led borough training.
- Specialist Spanish teachers are employed by some schools.
- Consultants run whole school Insets to encourage a whole school approach to Spanish.

In all cases, schools have agreed to teach the language in one dedicated lesson a week of 30-45 minutes, supplemented with daily practical vocabulary, by doing the date, weather, register, PE and activities in Spanish. As pupils move into Year 4 and beyond, we are keen to promote a cross-curricular approach to the language.

Primary and secondary collaboration is key

If the end result is to be achieved, primary and secondary schools must work together. Secondary teachers are involved every step of the way. This is not only to use their expertise to support primary teachers, but also so they are aware of what pupils learn prior to them joining in Year 7.

The collaboration also extends to assessment, with secondary teachers helping primary teachers assess pupils' language levels in the classroom. A joint work scheme has been produced for Key Stage 2 as a starting point for teachers to plan lessons. Next summer we will pilot the transition report for any Year 6 pupils who are currently learning Spanish. Secondary schools will know the levels of each pupil in the four language skills: reading, listening, speaking and writing.

RESOURCE

The schemes of work mentioned are all on the following website as a starting point for getting Spanish up and running in your school: <https://www.learningtrust.co.uk/TPG/spanish/Pages/Spanish.aspx>. Here you can find an example transition unit for teaching Spanish across Year 6 and Year 7.



Summer Harmony Camp

An all-through school's approach

What did the project aim to address?

The Summer Harmony Camp was set up to ease the transition for primary students into secondary phase education. The camp is based on the values of Honesty, Awareness and Responsibility, and provides the Year 6 students going into Year 7 with friends in their new year group, older role models in the school and a positive outlook for starting secondary school.

How does it work?

The Summer Harmony Camp was run by Humanutopia - a social enterprise company that creates and runs inspirational courses in schools. Oasis Shirley Park students from Key Stage 3, 4 and 5 are called 'Heroes', and they work together with Humanutopia and teaching staff to run the 2 week Summer Harmony Camp for the Year 6 students starting at Oasis Academy Shirley Park.

Heroes are trained by Humanutopia to create and run workshops based on their passion. Activities include group maths and Literacy sessions, workshops based around personal development, cooking, drama, sports, art, and a trip to London South Bank University to raise future aspirations. In addition, inspirational sessions encourage Year 6s to explore the impact of their behaviour, to care for others and work in a team, and realise the importance of school and education.

What impact does it have?

The Year 6 students feel confident and excited at starting in Year 7. The Heroes develop their leadership skills.

Have a look at this video to see Harmony Camp in action and hear from our students about the impact it has had.



<http://www.oasisacademyshirley-park.org/>



KICK-START ACTION...

Work with and train current students to become positive role models for students starting in Year 7. Plan inspirational and engaging sessions to enable students to have fun, whilst working together with others to develop personally, socially and academically.





Supporting teachers' development

These case studies outline ways in which early years, primary and secondary teachers can work together on collaborative CPD projects to enhance their teaching practice.

Becca Mitchell

A secondary teacher's perspective on the value of visiting a primary school



Why did you organise a visit to a primary school?

As a Newly Qualified Teacher in the Borough of Camden, there is funding available to spend two days visiting other Camden schools. Having attended an interesting CPD session at a local secondary school that had very strong numeracy and assessment initiatives in place, I decided to utilise the available funding and spend two days with a local primary school. I chose a primary school that was renowned for its creative teaching and assessment of maths and numeracy across the curriculum. I hoped this would give me further insight into the following:

- How learning is assessed at primary school
- The role of pupil response in marking, planning and learning
- The content and style of teaching of the maths curriculum at primary level
- Behaviour for learning at primary level

My NQT school mentor helped organise the two day placement. The main challenge we faced in doing this was trying to find a day for cover in the hectic summer term Calendar!

What did you learn?

The most significant thing I learnt was that our Year 7s require further stretch and challenge when they arrive at secondary school. During the visit, it became apparent that the level of maths the learners were engaging with was higher than I had expected; they were learning about percentage increase and decrease, a topic my Year 9s were struggling with at the time! I was also able to see how rich activities were effectively employed as a way of differentiating through problem solving. Over the next year I would like to increase the frequency with which I use rich as a basis for lesson plans. The experience has shown that the department and I need to develop the stretch and challenge within our Year 7 Schemes of Work.

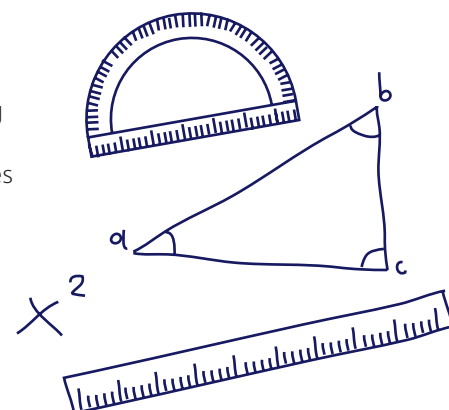
I really enjoyed observing how maths was assessed at primary school. Teachers did not use levels in their assessment with the children. Instead, the learners made a note at the end of each lesson outlining how they had found the lesson, what they had found hard and what they found easier. The teacher would respond to this comment, writing a 'What Went Well' comment and a next step for them to work on. The teacher could use pupil feedback to help plan and differentiate the subsequent lesson plan. Although this level of marking cannot be realistically completed on the same scale at secondary school, it made me think about how I could utilise student voice further over the next year. I can encourage students to write me a note on how they are finding their learning at significant points over the unit of work.

Do you think teachers should have more cross-phase experiences like this?

Cross phase experiences are crucial to ensuring a smoother transition for learning between primary and secondary school. I believe that greater collaboration between primary and secondary teachers could result in:

- Greater consistency in the content and style of teaching across the primary-secondary transition period
- New teaching ideas shared from best practice across the primary and secondary phases
- More appropriate levels of stretch and challenge for Year 7 learners
- More consistency in behaviour for learning techniques

$$y \sqrt{a+b} = c$$





Emma Goddard

A primary teacher's perspective on the value of visiting a secondary school

Why did you organise a visit to a secondary school?

I am a primary teacher and decided I wanted to organise a visit exchange with a secondary maths teacher so we could both learn what to expect from each other's age phases. I wanted to know what primary teachers can do to prepare children go to Year 7; and she was keen to find out what maths teachers in Year 7 should expect from the Year 6 children who are about to transition. I also wanted to see if there were any elements of the structure of a secondary maths lesson that I could incorporate in my planning for my pupils and help to set them up well for the change to come.

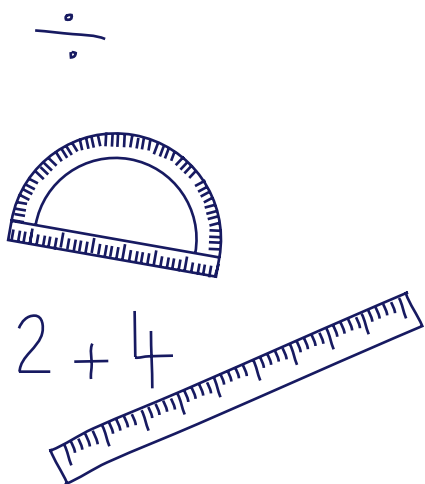
What did you learn?

During the visit, I was able to observe a Year 7 maths lesson, and also join in a maths departmental team meeting to see how planning takes place. I learnt that I should try and make the children in primary school more independent in their work – they need to be more in charge of organising themselves and should be less reliant on me as the teacher. I need to develop their confidence so that they don't feel they have to check every decision with a teacher. I think we also need to make maths more 'use and apply' based, and try and relate questions to real life situations where possible since this is a key aspect of the secondary maths curriculum.

By the end of the visit, I felt like I had a far better understanding of the structure of a maths lesson in Year 7 and how the teacher might go about planning the lesson. I learnt that independent work should take up the vast majority of the lesson - less teacher talk is more effective. We also need to build in more opportunities for children to apply learnt methods in maths to real life context questions.

Do you think teachers should have more cross-phase experiences like this?

Be open to getting involved with the lesson - this way you can really talk to the students and understand a little more of their thought process. Also, if possible, arrange to meet the department as you get a really good overview of what happens across several key stages from a variety of different staff. Also, ask the teacher what the structure of the lesson will be in advance of the lesson. Come prepared – think of some questions ask staff that you think will benefit your practice in the future.







Teacher Networks

Impact of a Cross-Phase Collaborative Teacher Network

Why did you set up the project?

Teach First works with teachers and schools across the early Years, primary and secondary phases but we noticed that there were missed opportunities to bring practitioners together across these phases in order to explore elements of best practice and find solutions to common challenges.

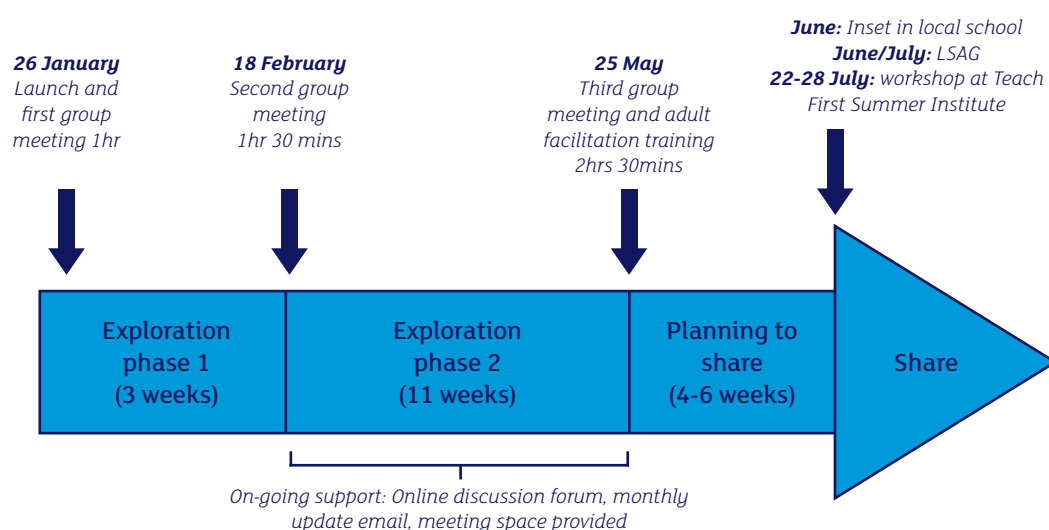
How did it work?

The Cross-Phase Collaboration Network was a year-long brought together primary and secondary teachers interested in exploring a specific challenge in their classrooms. Teachers grouped themselves into 'Action Learning Sets' of three or four people based on their theme of interest. The themes tended to fall under three main areas:

- Consistency in subject pedagogy and content, especially literacy and numeracy;
- Consistency in transition: Differentiation, assessment, use of information;
- Soft skills in transition: Confidence and motivation in transition.

The groups met at various points in the year to share ideas and resources on chosen themes, and engaged in two periods of exploration in their respective schools. The groups were encouraged to take ownership of this process, and as such the structure and formal meetings was kept to a minimum in order to be responsive to need. Adult facilitation training was provided towards the end of the project so that teachers could run a workshop to share their learning with parents or other teachers, and therefore increase the reach of impact further.

The programme involved a total of 6 hours meeting time over the year:



What impact did it have?

The teachers involved reported positive changes such as:

- Increased pupil self-confidence when material was being taught at the appropriate level;
- Increased range of strategies borrowed from the opposite phase made learning more interactive and engaging for pupils;
- Increased communication between teachers across phases led to more effective use of pupil information to inform and engage pupils;
- Increased communication and resource sharing between teachers led to teachers feeling more confident that they were able to address pupils' specific learning needs.

"Often the primary teachers offered perspectives to my challenges that I had not seen before. Being involved in this Network also made me see the educational journey of my students more holistically and understand they were coming from and where they were going."

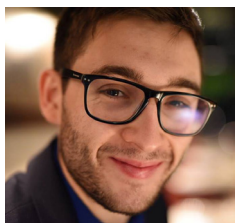
Sara Heinrich, Secondary Teacher

"It has been really encouraging to have a forum for discuss common issues across primary and secondary. Sharing resources has proven very beneficial – I've been able to use some primary reading resources to boost the progress of some of my lower-attaining Year 9 students. I now feel much more equipped to ensure progress for students with low levels of literacy."

Heather Stannard, Secondary Teacher

"Collaborating with secondary colleagues provided an insight into teaching that had a bigger impact than I expected – I ended up changing the way that I provided for higher attaining pupils in lessons, and introduced strategies to help pupils develop higher-order thinking skills. The opportunity to speak with EYFS teachers also enabled me to consider how I preserve the independent learning skills that are fostered in the foundation stages. I changed my practice as a result and gave a lot more ownership over their learning and their classroom to the children."

Gemma Rix, Primary Teacher



Sam Alner

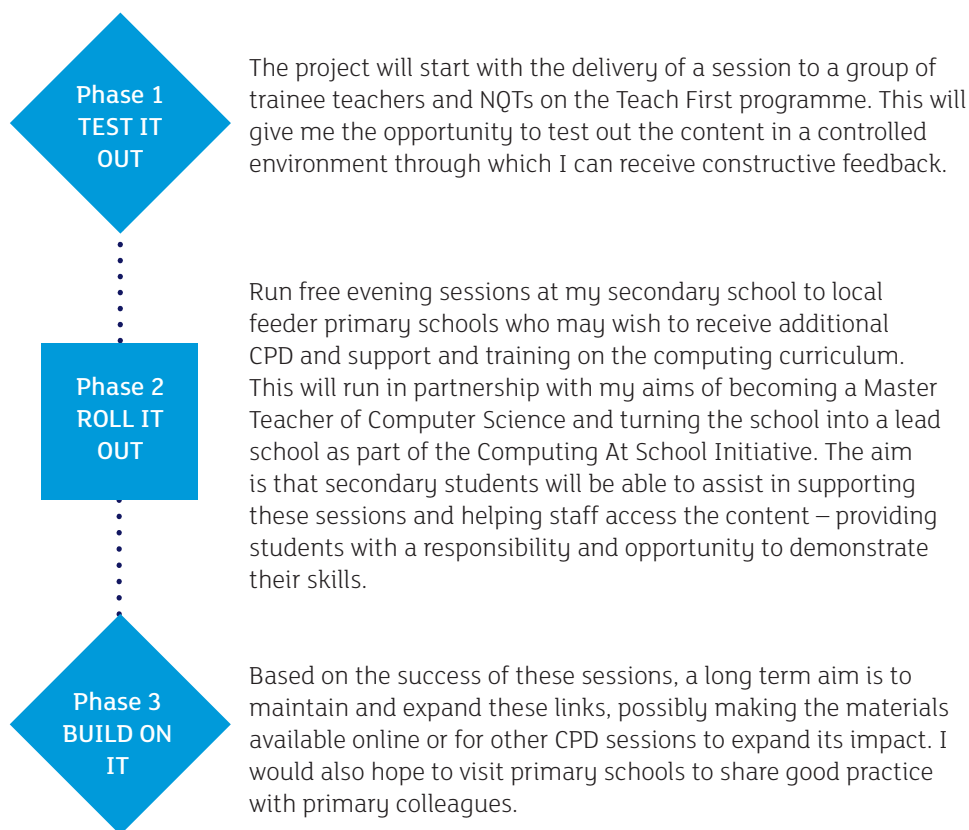
Cross-Phase Computer Science: Peer CPD to support primary teachers with the demands of a new curriculum

What need did the project aim to address?

With the implementation of a Computer Science component within the National Curriculum for both KS1 and KS2, as well as at secondary school, some schools are facing a shortage in the specific subject knowledge required to teach the necessary content. Sam, a secondary IT teacher, shares his plans for a project that will increase the profile of computing and improve the pedagogy in that subject both within his school and for feeder primary schools.

"As a Computer Science graduate, and having recently been given a leadership position in charge of computing at my school, I saw this as an opportunity to lead a large scale project which will benefit my subject and support teachers in getting students engaged in it. The aim is to provide support for primary teachers so they can confidently teach these aspects of the new curriculum. It involves providing training to support local primary teachers to deliver computing topics as part of their existing lessons, and through interactive activities... some of which don't even require the use of a computer! Through the creation of engaging and accessible activities, it is hoped that both my own and the wider community's computing pedagogy will improve, and will give me the chance to increase cross-phase links with local and feeder primary schools."

How does it work?



```

<!DOCTYPE html>
<html>
<body>
<p>Build
confidence in
deliviering the
new computing
curriculum</p>
</body>
</html>
  
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What impact do you hope it will have?

- Primary teachers are confident in delivering the new Computing Curriculum
- Cross-phase Links with local and feeder primary schools established and maintained
- Primary students are empowered to learn and study computer science
- Secondary students are given an a responsibility to teach and support others
- My own personal leadership skills and pedagogy are developed
- This could be measured through event surveys, or questionnaires before and after each session/the course

**KICK-START ACTION...**

You could start off a collaborative, cross-phase CPD project by highlighting an area of subject knowledge (such as MFL) which primary teachers may require as part of the new curriculum. Then isolate how they can meet the requirements of the curriculum with easy to use resources. The secondary school could set up a 'skills exchange' with primary schools supporting secondary colleagues to teach Phonics or core maths concepts to lower-attaining students.

RESOURCE***Useful Links***

What Most School's Don't Teach Film: <https://www.youtube.com/watch?v=nKIu9yen5nc>

Everybody Can Code: <http://code.org/>

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Useful resources

A full range of cross-phase resources can be found on the Community Website, as well as through some of the following websites <http://community.teachfirst.org.uk/discussion/resrouces-support-y6-and-y7-students-make-smooth-transition-secondary-school>

Helpful summary of the '5 Bridges' research: http://english.hias.hants.gov.uk/file.php/143/Crossing_Bridges_-_Ready_for_Transfer.pdf

A useful tool for teachers and school leaders to evaluate their school against the '5 Bridges': <http://trevorfolley.com/wp-content/uploads/2011/09/KS2-KS3-5-bridges-self-eval-tool.pdf>

A collection of reports and research about strengthening partnerships between schools and enabling smoother transitions: <http://trevorfolley.com/early-years-and-foundation-stage>

