

Transition Week

Tuesday 6th July – Thursday 8th July 2021

This year the whole of the City will take part in Transition Week to support students across the city with their move from Primary to Secondary school.

On the Monday 5th July year 6 students will take part in preparation activities in their Primary school and on Friday 9th July they will take part in reflection activities in their Primary school.

Days in secondary school

Tuesday 6th July -Thursday 8th July 2021

These suggestions are based on the feedback we received from our students across the city in a recent survey and through the sharing of ideas in the Derby City Transition Steering Group meetings.

Day 1 Tuesday 6th July

This day should be spent with their form tutor – where the form tutor is not available because they are a new member of staff then an experienced member of staff who has knowledge of transition should be used as a replacement.

The day should focus on getting to know one another and relationship building. It is a great opportunity for the form tutor to start to recognise any issues with individuals, in particular clashes of children from different schools. Ideally the classroom used for this day should be the same room that the tutor group will be using for tutor time when they start in September.

The day should be staggered so that the students are not moving around a busy school at the same time as the rest of the school.

Rest/sensory breaks should be offered by TAs for children that may need it.

Things to be covered during the day:

- Welcome assembly with HOY/Head Teacher
- A detailed tour of the school-this was something that came across strongly in the Year 7 survey, along with a child friendly map of the school.
- A clear understanding of the school rules and consequences for breaking them. Students often feel anxious about breaking a rule by mistake and like to know what the boundaries are, not so they can break the rules but so that they can stay within the rules.
- Team building activities - here are some good ones to start with. Please see attached booklet for further ideas.

- Decorating name badges- students write their names on a sticker and decorate with a little picture that tells us something about themselves, for example favourite hobby, book, food etc. This helps the students to learn one another's names and helps with the next activity.
 - Friendship Bingo- students have to find other people in their class who match a square on their bingo sheet. The first person to complete the sheet wins.
 - Students take part in a craft activity to display on their tutor board. One idea could be to draw around their own hand and decorate it with coloured pens they could also incorporate what personal attributes they feel they have.
 - Looking at a current year 7 time table and a school map and discussing in small groups how they would get to that lesson. The map should be child friendly and make the use of colour to highlight key areas such a student services and dining areas.
- The form tutor should go through 'the new student pack' with the tutor group at a pace that is not rushed so that students can ask questions.
 - An extended break and lunchtime should be offered so that the students have an opportunity to purchase food without feeling under pressure and at a separate time to the rest of the school.
 - This is an ideal time for the form tutor to check which students have not returned any biometrics forms and hand out any extra that are needed.
 - Students leave to go home 15 minutes before the rest of the school to ease congestion.

Day 2

- A short welcome back assembly with HOY with a reminder of expectations.
- Extended tutor time where biometric forms are followed up and students have their photographs taken 'in house' for sims/go4 schools etc (B-line is no longer completed by school so Braiswick will not be in school to take the photographs)
- Taster lessons- try to include DT, science, languages, geography and history, RS which primary school students often fear as they feel they haven't done these lessons in their primary school.
- An English lesson where the 'best piece of writing' will be introduced. (this will be instead of it being done in the primary school but whilst the children are still in their primary mode). The piece of writing should be what the student can achieve with the support and time available to them in the secondary environment. It does not need to be assessed, just an honest piece of work that helps inform the Year 7 teachers what the student is capable of with the normal support on offer and within the normal time frame of a 1 hour lesson. The piece will be written up the following day with the same teacher. The advantage of doing this in the secondary school is

that every student will receive the same instruction and have the same amount of time to complete the task. Those students that need extra support should be offered it.

- Again the day to be staggered against the normal school day with extended break and lunch time, so that the students don't feel rushed.
- Last half an hour of the day to be spent in their tutor groups and dismissed 15 minutes early again.

Parents Evening

- Assembly for parents to be introduced to key staff
- Meet the form tutor and discuss uniform and school rules.
- Follow up any missing paperwork
- Purchase school uniform
- Discuss any concerns/worries.

Day 3

- Straight to form time with form tutor
- Extended tutor time to complete biometrics.
- Whilst not having biometrics the rest of the students are having another tour of the school. Year 6 students will be given the task of finding certain areas/lessons in school supported by Year 10 helpers e.g. Can you find where Maths is?
- An opportunity to see inside the PE changing rooms and toilets.
- The day should be staggered again.
- No extended break but lunch may need to be depending on how well the previous days have gone.
- English lesson to complete the 'best piece of work'.
- A taster lesson of either RS, Geography, History, Science or Languages.
- Assembly at the end of the day with HOY.

Things to consider:

- Cover for the days will be costly and should be planned as early as possible.
- The most experienced staff in transition should be used for the 3 days.
- Cost for PP students FSM –secondary schools can invoice the primary schools to claim this money back for each PP student. Up to date PP information will come from the new portal.
- Students with additional needs should be allowed rest/sensory breaks.
- You may want to consider that some students with additional needs only attend part of the days-this is to be arranged through discussion with the parent and primary school. However, the child **must not be** returned to their primary school on these 3 days.
- Testing of any kind **SHOULD NOT** take place over the 3 days.

- The use of other students to support the days is key. This helps reduce the anxiety of coming into contact with older students for the year 6 children and offers an extra pair of hands to teaching staff in assisting the year 6 students from lesson to lesson, supporting at break and lunch time and supporting students to the toilet. A morning team and an afternoon team of student support will allow the secondary students to receive a break time to eat and not miss too many lessons themselves. It is a good idea to use students from both year 7, 8 and 10 to support over the days. Using current year 7 is vital as the year 6 children feel they can relate more easily to these and are therefore more likely to ask questions. The use of Year 10 students is also important as sometimes the year 6 children can feel intimidated by the older students who seem much bigger than them. Something they are used to being themselves, being the older children in their Primary school.