



Moving On teachers' notes

A range of transition initiatives has been introduced both locally and nationally over the past few years. One of these is the Moving On pack. The Moving On pack is the result of the collaboration of a number of primary and secondary school teachers and headteachers. It is intended to support the LEA key stage 3 strategy by helping to ease transition from primary to secondary school and to provide year 7 teachers with additional information about individual pupils.

All teachers are aware that the move from year 6 to year 7 can be daunting as well as exciting for pupils. However, if all new year 7 pupils, and year 6 and 7 teachers, have undergone the same transition experiences, this will ease the process for both pupils and teachers.

You may be aware of the 'five bridges' for success from year 6 to year 7 as categorised by Galton, Gray and Ruddock (1999). One of these is the 'social bridge' where the emphasis is placed on developing social links between pupils and their parents/carers with the new school prior to, and immediately after, transfer. 'Induction' of pupils into their new school is also very important.

The Moving On pack intends to help provide a 'social bridge' between year 6 and year 7. Pupils are encouraged to record personal information about their past, present and future. Aspects of the 'curriculum bridge' are also covered, but the Moving On pack is not an alternative to the primary/secondary literacy and numeracy transition units which were sent to all KS2 and KS3 schools last year. There is an expectation that all year 6 and year 7 English and maths teachers will still use those units whose main aims are to provide:

- a continuity in teaching approaches
- progression and continuity of work
- examples of written work for year 6 pupils to take to their new school.

The success of the Moving On pack will be the way that schools make use of it. We intend its use to be flexible so that it can be incorporated into the work of individual schools. Its success is dependant on the commitment of both year 6 and year 7 staff.

Primary schools

The Moving On pack is intended for use by year 6 pupils during the summer term. It is strongly recommended that the pack be given to pupils as soon as possible after SATs week. It can be used as a mini project and then dipped into during the second half of the summer term. In any case, all year 6 pupils should receive a copy of the pack by the first week of June. It is not intended that this pack is given to pupils to be completed purely as homework.

The pack is not differentiated and therefore some pupils may need support while others should be encouraged to extend the tasks to show their level of ability.



Most pages are for completion during the pupils' final few weeks in year 6. Some information will need to be found out by pupils on Induction Day. To avoid loss over the summer holiday it is suggested that the pack be sent to secondary schools with the pupils' records.

Secondary schools

The pack may arrive in secondary schools fully or partially completed. It is up to year 7 teachers as to how it is used at this stage. In the past schools have found the pack to be beneficial in supporting PSHE and citizenship, as well as helping pupils to hit the ground running in the first few weeks of September. The pack should also offer year 7 teachers an insight into seeing pupils as individuals. However, we strongly recommend that all work and usage of the pack is completed by October half term. The pack has been specifically designed so that discrete subjects are easy to separate out, and therefore could be used for discussion, for display, etc. Any pupils arriving in year 7 without a pack, could be asked to complete it in retrospect.

We hope that everyone has fun with the Moving On pack and that it proves a useful bridge for pupils moving from primary to secondary school.

Reference

Galton, M., Gray, J. and Ruddock, J. (1999) *The Impact of School Transitions and Transfers on Pupil Progress and Attainment*. London: DfES.
Download this report at www.dfes.gov.uk/research

Activities

Page 4: My profile

Encourage pupils to add a photograph of themselves. They need not limit themselves to the space in the booklet.

Page 7: English

This asks pupils to include a piece of extended writing that they completed during year 6. The choice should be the pupil's. It is likely that you will need to photocopy this for them. Please add your comments relating to the context, the degree of support given, the standard for the pupil, etc.

Page 12-13: Problem solving

The map of the Underground will need to be downloaded from the address given. If using a different version of the map, you may need to check the answers are still correct. Answers:



1. Harrow on the Hill
2. Wembley Park
3. Stanmore
4. West Hampstead
5. Baker Street
6. Eastcote
7. Finchley Road
8. Harrow and Wealdstone
9. The solution is Bank

Page 17: ICT

Please encourage pupils to include examples of their work in ICT.

Page 23-24: School history

This information can be researched from the school's brochure/website.

Page 26: What I want to know

These questions should be prepared before Induction Day or before pupils receive a visit from a member of staff at their new school.

Page 27-28: Decision making

Please discuss these issues as a class before pupils fill in the sheets.

Page 29-30: Maths (2)

Encourage pupils to think about healthy eating – what this means and why it is important. How healthy will their choices be?

Page 32: Finding your way around

This timetable may not look like ones used in all secondary schools. However, it challenges pupils to decode the symbols, work where they should be, when, and for what!

Answers:

1. 13 (French, English, art, IT, maths, music, German, science, history, geography, design technology, PE and RE)
2. English, maths and science: 4 each
French, German, history and geography: 2 each
Art, IT, RE and music: 1 each
3. 4 (English, science, DT, PE)
4. Break: 10.40-11.00 (20 mins); Lunch: 12.40-1.35 (55 mins)
5. Science



Page 34: What you will need

Answers:

Lessons: Book, Homework

Personal: Money, Key, Planner, Lunh

Equipment: Ruler, Pen, Protractor

PE/Games: Shorts, Towel, Trainers