

Good Practice Standards for Building Belonging – KS2-KS3					
I am known in my new school	I know my new school and what is expected of me	I can build positive relationships	I can see that learning in my new school builds on what I've done before	My parents/ carers are ready for my new school	There are effective supportive systems and communication in place
Universal Transition:					
Local Authority completes information with details of students moving into Y7 for each secondary school (Excel Transition Document A) within agreed deadlines.	Published information is available to students and their families about school systems, expectations and support including times of the school day etc. Students and their families have this targeted to them from Y5 onwards.	Primary schools to provide information on peer groups and interests as part of informal information sharing with secondary colleagues.	KS2/3 colleagues will be invited to moderation sessions for Writing at the Expected Standard and Writing at Greater Depth when dates are confirmed.	Information is available to parents on how they can support their child to be ready for their new school, including supporting organisational skills development, and managing emotional needs at this time.	Each school (primary and secondary) has a designated transition lead to act as a key contact for any transition enquiries. Contact information for the transition lead is shared with parents and key partners.
Primary school completes information with additional details of students moving into Y7 for each of their students (Excel Transition Document B) within agreed deadlines and Local Authority circulates to secondary schools.	Secondary school staff visit students at primary to offer a welcome to secondary education and to talk about the changes and expectations of secondary. At least one visit to primary; summer term Y5/ autumn term Y6.	Secondary schools to use this information to aid students in maintaining positive relationships and building new ones e.g. through form group selection and ice breaking activities. Particular care is taken for students who are transferring by themselves to their new school.	Lessons facilitated by staff in Y5 and Y6 bridge the curriculum from primary to secondary through developing subject specific language or building directly on taught concepts.	Parents/carers having access to an identified person in secondary school that they can contact to discuss queries, concerns. Primary colleagues are also available to parents/carers to discuss queries and concerns.	Primary and Secondary schools put on at least one transition event (e.g. open evening or welcome assembly) where parents can meet staff and have questions answered.
Both primary and secondary colleagues establish opportunities for further discussion of the whole cohort transferring into secondary school to support informal information sharing, and clarification of information passed through the Transition document. Opportunities for discussion are made available from April to October (as needed) so that receiving school can check back and clarify information as they get to know the student. Any information regarding support from outside agencies is flagged and contact details are transferred.	Primary schools invite back previous students to talk to Y5 and/or Y6 students about their experience of moving up.	New students have information about key new people in their new school well (names to faces) before transition week. This is provided by the secondary school. Information is available to students during the summer holidays	Intervention programmes (e.g. reading, writing, maths) continue for students with identified needs to the end of Y6 in order to enable them to continue to develop skills ready for secondary school.	There is a recognition that this can be a time of transition for parents/carers too.	Secondary schools clearly communicate key contacts for pastoral, academic, and safeguarding concerns to parents.
	Students from Y5 and Y6 have opportunities to visit secondary school as part of their scheduled curriculum for sports, arts, science experiences. (This is in addition to open evenings etc).	All adults in the system (school staff, LA staff, parents/carers) recognise that it can take the whole of Y7 for a student to feel they have settled in. Any concerns raised about a student during Y7 will initially be addressed from this perspective.	Primary and secondary colleagues collaborate to develop a KS2/3 bridging project which can be started in primary, continued over the summer holidays, and completed in Y7 at the new school. E.g. As a bridging exercise each year 6 student is asked to write a letter to their year 7 form tutor to be sent to their secondary school in the summer term. To complete the exercise, in year 7 students write a letter back to their year 6 teacher.	Parents/carers have the opportunity to visit schools as part of open evenings and meetings.	Secondary Schools provide easy to understand information to students before they start with pictures of the building, maps, example timetables, uniform information and key staff contact information (e.g. a welcome booklet).
	Primary school offer 'preparation for secondary' lessons to all Y6 students; this may cover emotional readiness, organisational readiness inc. reading secondary timetables, social readiness. Primary schools may choose to involve outside agencies in these sessions. Transition week is in place "Universal Offer of Entitlement".	Where possible, students meet key new members of staff during the summer term of Y6 (their Y7 tutor, Y7 head of year, pastoral support). This may be whilst at secondary school or via staff visits to primary school.		Parents receive guidance on accessing the new school's parent portal or app for tracking progress, attendance, and communication	School websites have an area or 'tab' dedicated to transition with clear and up to date information. All information is easy to understand, and additional information is provided for SEND. Hard copies are available as needed.
Secondary schools ensure that information about students is passed to all teachers, particularly those teaching Y7 and for vulnerable students. This may be a one-page profile, student passport, etc. and share with parents/carers and primary colleagues how this is done in school.	When students start school, there is a graduated offer of help over the first 4 weeks to help them settle in (e.g. support in meeting increased organisational demands: punctuality, uniform, homework, equipment, information sessions and reminders of school systems and expectations) There is a removal of sanctions for issues related to these for a 4 week period.	Where a 'triad of support' is needed, secondary school staff are proactive in seeking out and facilitating positive relationships with the identified student.			Secondary schools make information available about the school building before transition week and over the summer holiday. This might include maps, photos, virtual tour of school on website.
Enhanced Transition:					
Primary schools ensure all relevant information regarding additional needs is passed on to receiving school. Secondary school ensure information is shared with all year 7 teaching staff and relevant pastoral staff	Students are offered additional visits and transition days prior to starting secondary school	Students are introduced to key members of staff prior to starting and have an identified triad of support.	Primary schools share information regarding levels students are working at, highlighting gaps in learning and any interventions programs used	Parents/ carers are provided with opportunities to visit the school and meet with key members of staff prior to their student starting. Parents/ carers are provided with relevant contact details of key members of staff.	Primary and secondary schools meet to discuss key information about the students before the end of the year 6 Summer Term.
					Primary staff are contactable in the Autumn term of year 7 if further information or advice is required.