



Association of Assessment Inspectors and Advisors
The Association for those with a professional interest in the assessment,
recording and reporting of achievement.

AAIA South East Region

CROSSING THE BRIDGE

CASE STUDIES IN KS2
TO KS3 TRANSFER



CROSSING THE BRIDGE

Case Studies in Key Stage 2 to Key Stage 3 Transfer

Contents		Page
Introduction		
Matrix	Mapping the bridges to the case studies	2
Case Study 1	Year 6 Master Classes for more able pupils	5
Case Study 2	Staff exchange and pupil shadowing	7
Case Study 3	Using volunteer mentors to support pupils at transfer from Key Stages 2 to 3	9
Case Study 4	Individual pupil target setting at transfer from Key Stages 2 to 3	11
Case Study 5	Looking at level 5	13
Case Study 6	The Kent Mathematics Passport	16
Case Study 7	Using SIMS Assessment Manager	18
Case Study 8	Extending effective teaching and learning strategies from primary to Year 7	21
Case Study 9	Using an English Bridging Unit	25

MATRIX: Mapping the bridges to the case studies

Five Bridges					
CS1	SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL	MANAGEMENT OF LEARNING
CS2	SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING ✓
CS3	SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY	PEDAGOGICAL	MANAGEMENT OF LEARNING
CS4	SOCIAL ✓	BUREAUCRATIC ✓	CURRICULUM CONTINUITY	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING ✓
CS5	SOCIAL	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING
CS6	SOCIAL ✓	BUREAUCRATIC ✓	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING
CS7	SOCIAL	BUREAUCRATIC ✓	CURRICULUM CONTINUITY	PEDAGOGICAL	MANAGEMENT OF LEARNING
CS8	SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING ✓
CS9	SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL	MANAGEMENT OF LEARNING

CROSSING THE BRIDGE

Introduction

Audience and Purpose

This booklet is designed to assist the development of transfer procedures between Key Stages 2 and 3 by informing colleagues of transfer initiatives currently taking place in South East Region Schools.

The booklet is written for AAIA members as the main audience, anticipating that they will use the materials and case studies in their work with schools. Although the intention is that the booklet will be mediated by AAIA members, others (including teachers and headteachers) working independently could use this material.

Content

The main body of the booklet consists of nine case studies provided by AAIA members in the South East Region showing how schools, colleges and LEAs have used the QCA "Building Bridges" booklet as a basis for initiatives which aim to improve continuity and progression between Key Stage 2 and Key Stage 3. The work took place between September 1999 and July 2001.

Background

DfES research, (Galton, M., Gray, J., Ruddock, J. (1999) 'The Impact of School Transitions and Transfers on Pupil Progress and Attainment', DfEE Research Brief No. 131.) has highlighted the requirement for schools to continue to focus attention on the needs of pupils as they transfer from Key Stage 2 to 3. It concluded that, while much has been achieved in the last two decades, much remains to be done including:

- giving attention to transitions as well as to transfers
- evaluating the impact of present transfer/transition strategies
- giving attention to pupils' accounts of why they disengage or underperform at these critical moments
- recognising when and how different groups of pupils become 'at risk'
- achieving a better balance between academic and social concerns at various points of transfer and transition.

The DfES Report revealed that there are five main categories of activity which schools employ at the point of transfer. The five "bridges" were identified by Michael Barber and published in an article in the TES. They were further summarised by Ruth Sutton in her paper to the DfEE Conference, March 2000, 'Working Together to Raise Standards'.

1. The **bureaucratic** bridge – involving formal liaison between schools, usually at the senior management level.
2. The **social** bridge – to develop social links between students and their caregivers with the new school prior to and immediately after transfer, and student 'induction' into the new school.

3. The **curriculum** bridge – sharing plans for the content to be taught on either side of the ‘divide’. Teachers rather than senior managers would be involved here.
4. The **pedagogy** bridge – to develop a shared understanding of how students are taught, not just what they are taught. This is a major hurdle as teachers so differently, and perceive learning from quite perspectives.
5. The **management of learning** bridge – which emphasises how each student can be encouraged to manage the transition into high school. 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.

The first three of these are easier to manage, but have less impact than the last two.

Note: The matrix at the top of each case study identifies which bridges the case study covered.

CASE STUDY 1

Five Bridges				
SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL	MANAGEMENT OF LEARNING

Year 6 Master Classes for more able pupils

Context

This joint project was initiated by a large secondary school, who invited four more able pupils from each of its Key Stage 2 feeder schools to participate in a series of master classes, run over two months, with a specific focus on English and ICT.

Pupils were required to prepare an advertising/marketing campaign for a book, chosen from a selection of genres, using a specially created website and CDROM. They were then to present the results, as a judged competition, via a multi-media presentation.

Aims

- To identify and encourage more able Year 6 pupils
- To familiarise these pupils with the school personnel, routines and background
- To challenge the more able pupil in English
- To develop the pupils' ICT skills in a Literacy -based context

Description

Visit One

- Book chosen
- Multi-media page format for presentation of review explained
- Email links established between schools for exchange of ideas
- Internet searched for information on chosen author
- Book to be read before next visit

Visit Two

- CDROM and website created
- Methods of presenting information via the above demonstrated
- Biographical author page and book review started

Visit Three

- Review and accompanying author details completed
- Contents page created

Visit Four

- Pages collated ready for completion
- Judges guided through multi-media presentation

Evaluation

- Year 6 pupils became familiar over time with secondary school students, their work and the school site.
- The school facilities had been used for an innovative project, allowing Year 6 pupils to become familiar with the equipment available.
- Year 6 pupils of similar ability from different feeder schools worked together over a span of two months.
- The project was set up successfully in the first session, but there was a need for more technical assistance with the necessary ICT skills, although peer tutoring worked well in this context.
- The website, Email links and CDROM were created as planned, although in future more time will be built in for this aspect.
- The school felt that it had previously underestimated the abilities and skills already present in Year 6.

Next Steps

- Plan further Master Classes in Literacy and other curriculum areas
- Make a regular feature of the school's transfer procedure.

CASE STUDY 2

Five Bridges				
SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING ✓

Staff exchange and pupil shadowing

Context

The project involved 2 schools; a secondary school (N.O.R. 1200) and its main feeder primary school (N.O.R. 800) and focused mainly on English, mathematics and science.

Purpose of Project

To ensure continuity in the core curriculum so that it provides appropriate progression for pupils' learning both within and between schools.

Description

The schools agreed to try out several strategies simultaneously. These included:

- A residential weekend away for Year 6 and 7 teachers to enable them to compare schemes of work and plan collaboratively.
- Exchange visits by English, mathematics and science teachers from both schools and the observation of at least two lessons each.
- The appointment of two Teaching Assistants to work in both schools. They were deployed four days a week in the primary school from April to July and one day a week in the secondary school. From September to March this was reversed. They focused on supporting the same pupils in both schools.
- The recruitment of two voluntary 'transfer' mentors to work with vulnerable pupils in the primary school from April to July and then follow those pupils to the secondary school in order to continue to monitor their well-being and progress throughout the year.
- A programme of visits by Year 6 pupils (9 at a time) to the secondary school throughout the year. They were paired with Year 7 pupils and shadowed them during the school day. The primary pupils wrote journals describing their experiences to the teachers in both schools which the teachers then used to help evaluate their own practice.
- Shared 'out of school' activities. Secondary pupils attended a chess club and Summer school at the primary school and primary pupils attended music and sports clubs at the secondary school.

Evaluation

The separate strategies came together to support Year 6 pupils as they moved to secondary school.

The project was also the catalyst for school improvement involving radical curriculum changes at the secondary school.

The information exchanged helped the teachers in both schools plan more appropriately and provide the necessary support for individuals and groups. The joint staff (teaching assistants and mentors), were a particularly successful element in achieving this.

The combination of the residential weekend and the visits to observe teaching provided opportunities for teachers to learn about each phase, build mutual respect and agree common standards. This, when combined with the introduction of Qualifications and Curriculum Authority (QCA) schemes of work, Literacy and Numeracy Strategies and the Key Stage 3 Strategy, provided some useful common ground and professional language to support the project.

The pupils' journals were a particularly powerful tool. In the context of growing trust and openness that was developing the journals provided pupil perceptions that were sometimes challenging but also honest and full of integrity.

Outcomes

The positive outcomes were varied and included:

- Staff knowing and understanding each other better on a personal level.
- Staff beginning to agree common standards and have greater trust in each other's judgments.
- Parents feeling happier about their children's transfer to secondary school.
- Pupils feeling more confident about the transfer.
- Key Stage 3 schemes of work being better matched to the pupil's prior attainment.
- Key Stage 3 teachers recognising the need for:
 - better curriculum planning focused on learning objectives rather than activities.
 - sharing learning objectives with pupils.
 - providing pupils with constructive feedback.

These elements have led to radical changes in the way that Key Stage 3 will be organised and taught.

Next Steps

- Repeat all the activities next year and evaluate in the light of changes made
- Make radical changes to the content and approach to teaching and learning in Key Stage 3 including;
 - A 3 lesson day to provide fewer but longer teaching sessions
 - Providing a primary type environment for targeted pupils in Year 7
- Extend the strategies to another large feeder primary school.
- Extend to other subjects, especially ICT.

CASE STUDY 3

Five Bridges				
SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY	PEDAGOGICAL	MANAGEMENT OF LEARNING

Using volunteer mentors to support pupils at transfer from key stages 2 to 3

Context

Some pupils find the transfer from primary to secondary school a big challenge, this project involved recruiting people from local businesses and the community to mentor 'vulnerable' Year 6 pupils during the terms preceding and after transfer to secondary school.

7 primary and junior schools, 1 special school and 13 secondary schools participated in the project in its pilot year, 2000-2001.

Aim

The main aim of the project was to ensure that the move from primary into secondary school was as trauma free as possible for the identified students.

Description

The programme involved the development of one-to-one relationships between targeted Year 6 pupils and adults other than teachers or parents.

Pupils were chosen because they were:

- isolated and found it hard to make friends;
 - the only child moving from one school;
 - vulnerable to being a bully or being bullied;
 - lacking in social and communication skills;
 - anxious and found change more difficult;
 - likely to have attendance problems
 - showing evidence of poor organisation
- The mentors and mentees met approximately once a fortnight (sometimes once a week) for around half an hour, term time.
 - Mentees were encouraged to write or e-mail their mentors during the school holidays, and several did.
 - All mentors received training and were 'police checked' before being assigned a mentee.
 - A project worker was appointed to monitor the project.
 - The programme for the year finished with a celebratory event.

Evaluation

Feedback from schools was positive, they felt that mentoring was valuable and had helped pupils develop, grow and adjust to secondary school life. Pupils were:

- more able to 'settle' quickly into secondary school;
- more confident socially

- better equipped to achieve academically
- more motivated and interested

Schools benefited from;

- more liaison between primary and secondary schools
- staff development
- development of links with businesses and the community.

Next Steps

- develop a system for common feedback
- pilot peer mentoring in one of the secondary schools as possibly the best exit/continuance strategy
- extend the scheme by training more mentors; and
- improve co-ordination for mentors and schools.

CASE STUDY 4

Five Bridges				
SOCIAL ✓	BUREAUCRATIC ✓	CURRICULUM CONTINUITY	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING ✓

Individual Pupil Target Setting At transfer from Key Stages 2 to 3

Context

The project involved one secondary school and all of its feeder primary or junior schools. The schools involved in the project were used to working together on transfer issues but wanted to explore approaches that would;

- develop and improve over a number of years and would
- be sustainable
- involve pupils

Aim

The overall aim was to develop a process of agreeing targets with year 6 pupils and then use these targets in the secondary school to:

- improve pupils' motivation;
- help them sustain a sense of continuity as they moved to their new school;
- provide pupils with a sense of control and responsibility for their learning.
- provide a sharper focus to the liaison meetings between year 6 and year 7 teachers

Description

Stage 1

The initiative began in 1999 when the already established liaison meetings between representatives of the secondary school and its feeder primaries were used to consider how a target setting system might work. For the 1999/2000 transfer it was agreed that:

- year 6 teachers would discuss transfer with their classes in the summer term, using the period following the end of key Stage 2 tests;
- each pupil would decide on one literacy target to be worked on when they started at secondary school;
- each pupil would also decide on one other target which could be from another area of the curriculum or a personal/social target;
- both targets would be discussed with the year 6 class teacher and recorded, with a copy being sent to the secondary school;
- when pupils started school in September they would be responsible (with guidance from form tutor) for transferring targets into their school diary which they are expected to carry with them;
- English teachers would therefore have access to the literacy targets held by all pupils and could review progress termly;
- teachers of other subjects and form tutors would also refer to relevant targets.

Stage 2

Following a review of the process, it was decided in the second year of the initiative, that it would be useful to spend more time translating targets into 'pupil speak' and determining the specific *actions* that would help pupils to achieve their goals. The first session with form tutors in the secondary school was therefore devoted to recording targets in pupil diaries and considering ways in which targets could be achieved and 'measured' for success. Pupils completed a sheet entitled 'My Targets and how to hit them' which also included a summary of their achievements in the previous year. (**Appendix 4.1**)

English teachers continued the review process. Form tutors reviewed progress with the whole class in the Spring Term and the progress of each individual pupil was considered as part of the reporting process later in the year.

Stage 3

For the September 2001 cohort it has been decided to add a numeracy target. The secondary school is also now considering how the system could be linked with the Progress File which is currently being developed with year 9 pupils.

Evaluation

- By developing the system in stages and **small steps** the cluster group has been able to manage important features such as communication between schools, the paperwork involved and the timetabling of target setting/reviewing sessions. The deputy headteacher of the secondary school cites the relative **simplicity** of the procedures as a factor in the successful continuity and development of the initiative.
- The system appears to be successful from the pupils' perspective: a governor observing a year 7 class's target setting session was impressed with **pupils' commitment and motivation**. Some of the year 6 pupils identify goals which are clearly very personal and significant to them. For example one child writes that her second target is 'To stay cool, calm and collected when asked a question and not to panic when I can't answer it'.
- The requirement that pupils themselves record and review their targets in their diaries emphasises their **personal responsibility**. It also makes the paperwork easier to manage: **communication to all teachers involved** as well as **parents** can be through the medium of the diary. To a large extent this overcomes the communication problems between academic and pastoral/tutorial staff which seem to get in the way of reviewing the overall progress of a pupil. It's now easier for the tutor to grasp the 'big picture' of a pupil's development and discuss salient features with the pupil.

Next Steps

- The **language** in which targets are written remains an area for further work with both teaching staff and pupils. The 'How to Hit Them' section has encouraged more precise definition. For instance, 'Improve my science work' is supported by 'by writing clearer predictions'; 'improve my handwriting' by 'joining up the letters'; and 'get better at spelling' by 'listing and learning my most common mistakes and trying to get them right every time'.
- The **time scale** covered by each target is also being reviewed. Ideally the selected targets might be achievable within about a term so they are not small scale objectives. A period longer than a term might mean the pupil loses interest and motivation but at present the secondary school's systems allow for a twice a year review. It might be possible for the time scale to be more flexible. For instance the pupil could take responsibility for identifying when a target has been met, 'proving' it to the tutor and then determining the next target with tutor or subject specialist.

CASE STUDY 5

Five Bridges				
SOCIAL	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING

Looking at level 5

Context

The schools involved in the project were used to working together on transfer issues in secondary/primary clusters and this case study reports on the ways in which teachers in two clusters used the **scrutiny of pupils' work** to support continuity between Key Stage 2 and 3 and further their understanding of progression. One cluster chose to look at aspects of **science**; the second cluster considered aspects of **English (writing)**.

Aim

The aim was **to extend teachers' shared understandings of level 5 expectations in either science or English (writing)**.

At the beginning of the project Year 6 teachers expressed a concern that pupils who had achieved level 5 by the end of Key Stage 2 would not be sufficiently challenged when they moved into year 7. At the same time, some secondary teachers questioned the validity of level 5 judgements and were therefore reluctant to use these to support their curriculum planning .

Description

In both clusters there were preliminary meetings to agree the focus and ways of working. Senior managers and some headteachers were involved at this stage. LEA inspectors supported the process, providing additional subject expertise.

The science group

A subsequent meeting (Autumn Term 2000) brought together representatives from the feeder Junior and Primary schools (year 6 teachers and/or science co-ordinators) with science teachers from the secondary school (including the head of year 7 and the Head of the science department). Year 6 teachers brought copies of the previous summer's end of Key Stage 2 science question papers and the answer papers from pupils who achieved level 5 or above and were now in their first term at the secondary school. Secondary teachers brought the current workbooks of the same pupils.

Working with a science inspector, teachers identified level 5 type questions in the tests and reviewed how pupils had tackled these. This also provided the opportunity for teachers to discuss approaches to work covered in year 6 and to make distinctions between level 4 and 5 expectations. The group went on to look at the kinds of tasks undertaken by the same pupils in year 7 and to consider whether there was sufficient challenge for these pupils.

At the end of the meeting, the group identified the main points of action for each key stage and proposed a focus for subsequent meetings (see Evaluation section).

The English group

The core meeting was attended by members of the secondary English department and year 6 representatives from the feeder schools. It was recognised beforehand that **preparation for the meeting** was crucial to its success. Each participant was therefore asked to assess a common pack of pupils' work before the meeting. The pack consisted of a range of writing from different pupils and a range of genres from one pupil. Participants were also asked to bring several examples of what they judged to be level 5 pieces of work from their own pupils.

The meeting began by looking at examples of all the materials that were available to support teachers' judgements about writing, e.g. QCA and Literacy strategy exemplification, end of key stage test mark schemes, QCA Standards Reports on national tests, etc.

Key Stage 2 and 3 teachers worked together in small groups to compare judgements. They also tried to specify '**next steps**' for each pupil involved. A plenary meeting focused on expanding the level 5 description using **word, sentence** and **whole text** headings to organise main findings from group discussions. The group also discussed the value of using **sub-levels** in assessing and recording judgements. (See Appendix 5.1)

Evaluation

Common lessons learnt from the cluster meetings were:

- the importance of **support from senior managers** in organising and providing time for meetings;
 - the importance of **careful preparation**, ensuring participants were clear about the focus and had enough prior notice to prepare or read materials;
 - the value of **participants agreeing the focus** for themselves, arising from their perceived needs;
 - the benefits of teachers of different key stages discussing pupils' work, provided there is a **clear focus**;
 - the value of the 'spin offs' of such discussions: what were essentially moderation sessions led to lively and useful exchanges about approaches to teaching and learning, curriculum planning, differences in end of key stage tests, etc.
- **The science group**
 - The meetings were useful in providing the time for teachers to look in some detail at test papers for adjacent key stages.
 - This and the scrutiny of pupils' current work helped to provide a wider perspective, supporting the notion of progression in science and a better **understanding of expectations at different levels**.
 - Key Stage 3 teachers were able to identify where level 5 pupils' strengths lay but also to see which aspects needed to be consolidated during year 7; in many cases this involved **developing abstract ideas**. Significantly they had sometimes to confront the fact that the written tasks they were setting were **not challenging enough for their brightest pupils**.
 - Key Stage 2 teachers considered how they might challenge their most able pupils by encouraging **the application of knowledge to new situations** which would still be within the key stage 2 programme of study. The meeting set a pattern for further cluster group work; suggested topics were: comparisons of KS2 and 3 programmes of study; analysis of strengths and weaknesses of subsequent cohorts to support planning for year 7; research into the kinds of writing demanded in year 7 science and how best to support pupils in this.

- **The English group**
 - Teachers in both key stages recognised the vital importance of developing and refining their judgements through **regular moderation** of pupils' work.
 - For there to be reciprocal trust and confidence in Teacher Assessment on transfer **cross phase meetings** were important.
 - Future meetings needed to continue to take account of **range** in making judgements about a particular pupil but it was also helpful to have a **focus on a particular text type** e.g. persuasive writing, narrative.
 - Teachers acknowledged that in considering **sub-levels** it was important not to become too mechanistic because of dangers in atomising learning. It was still important to use the notion of '**best-fit**'. Points for development could then be identified and used to inform **target setting** for individuals or groups of pupils working to consolidate a level or move to the next level.
 - The 'characteristics of level 5 writing' identified by the group were collated and distributed to schools in the cluster to support further work.

CASE STUDY 6

Five Bridges				
SOCIAL ✓	BUREAUCRATIC ✓	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING

The Kent Mathematics Passport

Context

This project was devised to facilitate improved communication between primary and secondary schools. The concept was a simple one: to promote the QCA Bridging Unit on handling data and provide support for schools.

The project took place after each of the Key Stage 2 National tests and in the autumn term at the pupils' secondary schools. The opportunity to participate and access to support materials was available to all schools in the county.

Aims

The aim was to facilitate a smooth transition between Key Stages 2 and 3 in mathematics and to encourage liaison and greater understanding of the teaching of mathematics between primary and secondary teachers.

The Project

The project involved pupils in collecting, analysing and presenting data. It involved the use and application of a range of mathematical knowledge including the use of different calculation strategies, hypothesising and drawing conclusions from their work. There were links with ICT and English for pupils in presentation and explanation of work.

Ideas for the project were available focussing on aspects of school life. Each idea required pupils to investigate and gather information. The process of collecting and presenting data required pupils to develop mathematical skills and knowledge in handling data and interpreting graphs and charts.

A comparative survey was undertaken in the secondary school.

A passport for each pupil comprising of a self- assessment section and a series of statements recording pupils' work was prepared following work in the primary and secondary schools.

During the last two weeks of June whilst the project was operating, secondary teachers were asked to visit a feeder primary school to observe a numeracy lesson and to talk to the teacher and pupils about their data handling project. The year 7 aspect of the project, 'Our Class', was completed early in the Autumn Term involving the comparison of primary and secondary data. A display of pupils' work from year 6 and 7 was produced as the culmination of the project to which feeder schools were invited.

Evaluation

Where the project had been implemented, teachers had welcomed the opportunity to collaborate and had developed firmer curriculum links between schools and the aims of the project had been met.

The project has helped to develop stronger links between Key Stage 2 and 3. In some primary schools, classroom observations and visits from Key Stage 3 colleagues have been encouraged and formed part of the project. The personal contact and the professional development for staff has been beneficial in increasing understanding of the teaching of mathematics at both Key Stages. For the pupils', links between their primary and secondary schools are explicit, confidence of pupils' enhanced and mathematical knowledge developed.

CASE STUDY 7

Five Bridges				
SOCIAL	BUREAUCRATIC ✓	CURRICULUM CONTINUITY	PEDAGOGICAL	MANAGEMENT OF LEARNING

Using SIMS Assessment Manager

Context

The LEA Technical Learning Support Services provided training in the use of SIMS to electronically transfer pupil assessment data between Key Stage 2 and Key Stage 3 schools.

The software used was as follows:

- SIMS Star for Windows
- SIMS Assessment Manager
- SIMS Key Stage manager

A half-day training course was provided for each secondary school together with their feeder schools involved in the Project. Delivering training for individual 'family groups' in this way encouraged a sense of teamwork and shared commitment.

Greatly helped by this shared training in the use of SIMS Assessment Manager, schools in the Project aimed to improve the efficiency of data transfer through on-going discussions and revision of current practice.

Aim

To use LEA and National software to transfer results promptly and efficiently

Description

The timing, nature and delivery of statutory and non-statutory data from feeder to receiving school are crucial to the success of the transfer process. This underpins and complements practical liaison activities.

The statutory transfer form.

It is now a statutory requirement for schools to provide the information specified on the transfer form when a pupil changes school.

This information includes the unique pupil number (UPN), the pupils' actual test scores, as well as national curriculum levels.

Page 1 of the above document is for the transfer of teacher assessment levels, which could be sent as early as May, on a provisional basis, to the receiving school (if known) in order to help plan teaching

sets, particularly at Key Stage 3. Page 2 is for test results. The form can be transferred electronically or as a hard copy.

A timetable for the transfer of information on this form needs to be decided and co-ordinated by each group of schools, as well as the method of transmission. The most common timetable was as follows:

Key Stage 2 schools

Key Stage 2 schools to export core pupil data electronically from STAR. (e.g. UPN, pupil's name, address, gender, DOB, etc.)

Import into Assessment Manager, aspects for the end of Key Stage 2 teacher assessment and test results, and any other aspects required for additional assessment data agreed with the Key Stage 3 school.

Using Key Stage Manager to input the end of key stage provisional teacher assessment (May) and test results and final TA (July)

Export the end of Key Stage 2 data from Key Stage Manager and import into Assessment Manager.

Export from Assessment Manager the agreed assessment data to be sent to the receiving secondary school (in May (TA) and full results by end of July).

Key Stage 3 schools

Import core pupil data and provisional teacher assessment received from Key Stage 2 schools in May

Import into Assessment Manager the assessment data received from the Key Stage 2 schools in May and July

Transfer of non-electronic data

Work by groups of schools on data transfer often highlighted the need for an additional paper document for both school and pupil on which to record information relevant at time of transfer.

Secondary schools in the Project met with their feeder schools to decide upon common admission forms for information that they all agreed could not be transferred electronically. Forms were devised which could be completed by the school to give such details as SEN, punctuality and medical concerns. One group devised a pupil form to cover friendship groups and hobbies and interests.

Evaluation

School Feedback showed the following benefits:

There was good liaison between the schools

Key Stage 2 schools felt that their teacher assessment was valued by the KS3 schools

Key Stage 3 schools received assessment data at the most appropriate times. This was beneficial in the following areas:

- Placing pupils in sets

- Keeping assessment set lists up-to-date
- Providing information for target setting
- Cross-subject information available to all staff for comparison
- Increased staff perception and competence in the use of ICT.

Next Steps

Due to the constructive response from the schools involved in this project, the Learning Support Services are continuing to take this project forward with increased confidence.

Electronic transfer of data

There are several issues which need to be resolved and co-ordinated by individual groups of schools under this heading which include:

- Use of SIMS Key Stage Manager to transfer statutory data
- Use of SIMS Assessment Manager to transfer and manipulate a range of data
- Mixed use by feeders of Assessment Manager/Excel spreadsheets/hard copies
- Confidence levels of staff in entering and transferring data
- Sharing of expertise between teaching and administration staff
- Availability of suitable machines for appropriate staff
- Timing of the transfer of data
- Destination and availability of data in the receiving school.

CASE STUDY 8

Five Bridges				
SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL ✓	MANAGEMENT OF LEARNING ✓

Extending effective teaching and learning strategies from primary to Year 7

Context

A brief outline of a project involving King Alfred's College of HE (School of Education) and one city secondary school under 'special measures'. (This particular project was a small part of a larger project involving two secondary schools and funded by the DfEE, 'Supporting Schools In Challenging Circumstances'.) Management of the project: in school, was under the direction of one person reporting directly to the headteacher and with membership of SMT, and in the College, by the PGCE (Primary) Course Director.

The school had an intake into Year 7 in September 2000 of 300 pupils. Standards measured by GCSE results, in 2000:

<u>Measure</u>	<u>School 'A'</u>
5 A*-C% GCSE	21.9%
1 A*-G% GCSE	87%
Average total points	29.3

The school had identified major concerns regarding the entry profile of pupils (i.e. the social, personal and 'basic skills' needs, as well as academic needs); the inappropriateness of the secondary curriculum, in organisation and delivery more than content;¹ and the lack of progress which had been noted in previous Year 7 pupils. In particular:

- A significant number of pupils arrive without the learning skills necessary to access the whole secondary curriculum. Around 50% of the intake have not achieved Level 4 in mathematics and English.
- Some pupils cannot cope with the school size. They struggle to form effective relationships with 15 teachers in a week. They find it hard to organise themselves around buildings and to remember to bring equipment and homework to lessons.
- Able pupils have been spread too thinly across equal bands with the effect that they have not been challenged and have lost motivation.

The 'new' approach adopted for pupils in Year 7

- New forms of banding introduced.

¹ Galton M, Gray J, Ruddock J, The Impact of School Transitions and Transfers on Pupil Progress and Attainment, DfEE Research Brief No 131. 1999

- Identification, and placing, of pupils in one band (Y) as being likely to have their needs met more effectively through a differently organised and delivered curriculum, requiring:
 - *a review of the balance of the curriculum in respect of subjects and time allowance;
 - *enhancement of basic skills;
 - *reduction in the number of room changes;
 - *reduction in the number of teachers encountered;
 - *establishment of smaller classes and maximisation of adult:pupil interaction;
 - *establishment of learning support;
 - *building more effective pupil/teacher, and pupil/pupil, relationships;
 - *engendering feelings of security through the use of a common classbase;
 - *promoting success climate with rewards, positive reinforcement and recognition of achievement;
 - *establishing clear rules and promoting acceptable standards of behaviour and good working habits.

<u>Band</u>	<u>Pupils</u>
M	120 NC level 4.5/5; R.Age 11-13; CAT scores 100+ (inc. 30 pupils L5+, R.Age 13+)
A	110 NC level 3.5/4.5; R.Age 9-11; CAT scores 85-100
Y	70 NC level 3.5; R.Age -9; CAT scores 85-

Y Band Curriculum

- *20 periods 'integrated studies' based on KS2 methods of planning and delivery, focusing heavily on literacy and numeracy, and serving as a 'half-way house' between junior/secondary school; ²
- *pupils to be taught in same classroom for these lessons;
- *pupils will work with only three teachers (English/literacy; maths/French; science and humanities);
- *pupils will undertake 4 x 25 minute 'success maker' sessions each week;
- *and teaching assistants are available to support each of the 20 periods.

Aim

For staff from the College to view, using videotaping on occasions, teaching and learning within the targeted Band Y, and support the school's ongoing staff development.

In particular to assist the identification, and then implementation, of improved strategies for teaching and learning - with the main focus on 'interactive teaching and learning,'³ to bring approaches in Year 7 closer to those experienced by pupils in their primary classrooms, especially within literacy and numeracy.

The approach was based upon a 'coaching' model. ⁴

² Sutton R, What are the barriers to learning for students in early secondary years? How might these barriers be reduced? DfEE Conference 'Working Together to Raise Standards' march 2000.

³ Consultation on Revision of Circular 4/98, Standards for ITT, Section 3 'teaching strategies', TTA 2001.

⁴ Joyce B, Showers B, Student achievement through staff development, London Longman. 1988. (The combination of theory, demonstration and practice had little impact on transfer of training, but the addition of feedback and coaching maximised impact.

Description

November 2000

Meeting to clarify purpose, organisation and philosophy behind Y Band Curriculum. Prepare action plans.

January 2001

Video taping lessons, followed by analysis, feedback and discussion. (Outcome: notes form the basis of sections on 'Effective Teaching' and 'Classroom Organisation' in Handbook/Guidance for teachers of 7Y Band 2001/02. **Appendix 8.1**)

The focus for the video taping was: teaching strategies, approaches to learning, pupil's responses, classroom organisation and involvement of teaching assistants. An additional key aspect was the extent to which pupils were actively involved in their learning, and how this linked to achievement, self-esteem and positive responses, with the potential for accelerating their progress and raising standards.

February 2001

Meeting with College tutors, who acted as consultants, for core subjects - discussion of approaches. Viewing resources in primary teaching practice library/support services. Viewing publications promoting new initiatives and good practice in primary schools, which had not been made easily available to secondary schools. (Not, at least, in the period before the launch of the Key Stage 3 teaching and learning initiative.)

March 2001

Meetings with specialist tutors: discussion on curriculum content and planning, teaching strategies and learning styles and resources.

May/June 2001

Two twilight training sessions for Y Band team, focusing on interactive teaching including video presentations of primary and secondary practice, and extracts from training videos: numeracy strategy (primary) and literacy (secondary). Objectives to:

- *clarify understanding of 'interactive teaching' and identify key components;
- *identify teaching strategies and approaches to learning currently implemented in Year 7, and recognise similarities and differences with Year 6 (primary experience);
- *recognise, and where appropriate, identify adaptations to teaching strategies and approaches to learning which may increase pupil response rate, achievement and progress;
- *identify opportunities for promoting collaborative skills;
- *identify strategies for helping pupils convey their understanding.

July 2001

Evaluation, along with other school involved in project.

November 2001

Finalisation sections for Handbook of Guidance.

Outcomes

- Initial meetings clarified philosophy and this was reflected in clear mission statement.
- Video coaching was helpful because colleagues could reflect for themselves on teaching and how it could be developed. This was enhanced by discussion with college tutors.
- The involvement of College tutors, with specialist primary experience, enabled the teachers to build a better bridge in terms of learning and curriculum organisation between KS2 and KS3. The group who benefited most were pupils in Band Y who were working at or below level 3.
- 66% fall in exclusions of pupils in Year 7 on previous year.
- 67% fall in serious behaviour incidents involving pupils in year 7 on previous year.
- Teacher's self-evaluations. All members of the Y Band considered that involvement in the project had improved their practice, and the skills learned improved their teaching with classes other than Y Band.

- Documentation which informed discussions, helped to develop expertise and contributed to publications e.g. the Handbook and Guidance for future staff working with Y band:
 - *Key factors which can promote effective teaching and learning; **Appendix 8.2**
 - *Generic aspects, for the school to consider, derived from analysis of videotaping transcripts; **Appendix 8.3**
 - *Whole school management issues; **Appendix 8.4**
 - *Features associated with effective teaching which may also support interactive teaching and learning; **Appendix 8.5**
 - *Extract from Handbook of Guidance: sections covering guidelines on lesson planning, classroom organisation, effective teaching and role of learning support assistants. **Appendix 8.1**
 - *Outline programme for INSET Session 1; **Appendix 8.6**
 - *Feedback from INSET Session 1; **Appendix 8.7**
 - *Feedback from INSET Session 2; **Appendix 8.8**

Next Steps

- School to continue links with the College of HE (School of Education), in particular to develop schemes of work for science and advice on teaching science as non-specialists in non-specialist rooms, and developing work for more able pupils.
- Approach to Year 7 adopted for a second year, with changes to curriculum content and approaches, and teaching strategies and learning styles, introduced from the outset.
- Ensure that the impact of the project is not reduced by the movement of staff out of Year 7 and Band Y, and that new staff are inducted appropriately.
- Ensure that the expertise of the project manager and assistant are disseminated to all members of the new Year 7 Band Y team.

CASE STUDY 9

Five Bridges				
SOCIAL ✓	BUREAUCRATIC	CURRICULUM CONTINUITY ✓	PEDAGOGICAL	MANAGEMENT OF LEARNING

Using an English Bridging Unit

Context

In Jersey there are twenty-six State primary schools and four 11-16 secondary schools. The number of pupils in Year 6 is 769 out of a total primary population of 5,243. In addition, there are a number of fee-paying schools. The schools operate in four clusters. Each cluster is made up of a secondary and the feeder primary schools. Each secondary school has a catchment area and this is rigorously applied.

Aim

The project encompassed a number of aims. Through the work completed in the Summer Term of Year 6 and the Autumn Term of Year 7, the Jersey schools hoped to achieve:

- continuity and progression in the teaching of English;
- a sharing of knowledge and understanding between Key Stage 2 and Key Stage 3 teachers;
- the transfer from Year 6 to Year 7 to be a positive experience;
- to maintain pupils' self-confidence and motivation through the transfer process.

A lesser aim was to make good use of the time in June and July during which Year 6 pupils spend two days at their prospective secondary school.

Description

To launch the project Anne Fine, one of the UK's most popular writers for young people, was invited to come to Jersey. During her four day visit she visited schools and gave talks to pupils, parents and teachers. Anne's visit was organised by Roger Samways, Jersey's UK-based English and Drama Adviser

During the Summer Term of 2000 Anne Fine's book "The Chicken Gave It To Me" was provided for all Year 6 pupils in the States primary sector. They all read the book and responded to it in a variety of ways. This work was observed by teachers from Key Stage 3. On transfer to secondary school this work was followed up by a study of Anne Fine's novel "Flour Babies". During this piece of work the Key Stage 2 teachers were invited into the school to observe the end results of the project.

The cost of the project was around £10,000. This included the books and the Adviser's and the author's expenses.

Evaluation

This project proved to have both discrete and continuous factors. The use of two different novels in two separate phases coupled with the use of only one author. The evaluation was performed at both the primary and secondary phase.

Primary

The project allowed, for the first time, shared planning across primary schools for a common purpose. The English co-ordinators worked together to brainstorm the issue. There was no shortage of creative ideas from the co-ordinators and these led to the creation of a medium term plan. This plan was then used as a guide for all schools to follow over the second half of the summer term. The completed work was collected and then sent to the secondary school. The pupils thoroughly enjoyed the work and the schools felt it was a successful venture. The pupils had a great feeling of continuity knowing that they would be taking their year 6 work to secondary school. This allowed them, also, to feel positive about the move especially as the project was discussed on their induction days. One view was that the reason for the pupils' positive feelings is the fact they were going to start from a 'known place'.

A common result of the project was the creation of the pupils' own books. This gave important evidence to the year 7 teachers on what each pupil was able to achieve. It reflected their actual ability. It was found that the repetition of the same author gave pupils the confidence to attempt the second novel. The level of attainment achieved with the new novel showed progress in the majority of cases. An interesting exercise was the one where the KS3 English teachers attended the moderation sessions of the KS2 work. It dispelled a number of ill-founded concerns regarding the levelling of work at KS2.

Secondary

The secondary colleagues felt that this project produced an excellent 'Bridging Unit'. They were inspired by the sharing of ideas and the sets of medium term plans. Whenever possible they went into their feeder primary schools to observe, and be involved in, the work. As mentioned above a very worthwhile by-product was the participation in the moderation of work at KS2. They were impressed with the rigour of the process and the use of specific criteria. One comment related to how well resourced secondary schools were compared to primary schools with regard to books.

The novel 'Flour Babies' was chosen for use in year 7. It was felt that this was not the best choice and it did present some difficulties. The main one being that the novel centred on a bottom set of 'no-hopers'. This presented some uncomfortable parallels when the novel was explored with low ability groups. Another criticism was that teachers, in the story, were quite crudely stereotyped. However, a large number of teaching strategies were devised resulting in enjoyable and productive tasks and activities.

It was commonly agreed that the year 7 pupils approached this work in a positive and enthusiastic way. The making of Flour Babies was particularly popular. There were some issues relating to the process of moving the work from primaries to secondary school. Inevitably some work went missing and the sorting became a little confused in the transfer. However, the overall view was that the project had been a successful one.

The aims of the project, as agreed by both phases, had been achieved.

Way Forward

The Anne Fine novel was used again by primary schools in the summer of 2001. This work was again passed to the English departments of some secondary schools. However, it is evident that the follow-through for the second year was not as comprehensive as the first year. There is a commitment to re-focus on a common unit of 'Bridging' work as the aims of the project were all met in the previous year. The secondary schools have decided that there can be more flexibility in the choice of the second novel. Therefore, schools in Jersey will repeat the project with those pupils who transfer from primary to secondary in 2002.

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Case Study

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