

Year 6 to Year 7:
A Southwark offer for 2021



Familiarisation
Social engagement
Mental health and well being
Sharing information
Addressing learning gaps

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Y6 Y7 Transition 2021.

One of the key issues arising from the Covid emergency that adversely impacted pupils in 2020 was the unavoidable lack of opportunities and preparation for the transition from year 6 to year 7. Consequently, we have planned a strategic response to this borough wide issue for 2021. The current Year 6 cohort, more than ever, need support to address some of the issues encountered by pupils and schools in 2020.

It is inevitable that individual schools will have their own systems and rites of passage for transition. However, we have put together an offer based on five key areas of challenge with ideas, strategies, and activities that all Southwark primary and secondary schools can access throughout the summer term 2021. It is not designed to replace any established or existing systems. Nevertheless, we hope that it is generic enough to be adapted to any context and specific enough to be meaningful for all Year 6 children attending a Southwark primary school.

Many of the ideas are a starting point and are predicated on secondary and primary schools working together to make them happen. Any face to face contact between schools is dependent on the predicted relaxation of Covid restrictions throughout the Summer 2021 term.

Familiarisation

The strategies and ideas presented here are designed to enhance students' familiarisation with their new secondary school and with the routines and expectations of secondary school life.



Strategies, ideas and resources:

- **Transition day:** All Y6 pupils attending a Southwark primary school and transferring to a Southwark secondary will attend a borough wide visit day on **Thursday 8th July 2021**. Children to take some examples of writing with them as a precursor to a fuller portfolio to be sent at the end of term (see section on sharing information)
- **Celebration event:** On the same day as the transition day there may be a Southwark wide celebration (details TBC)
- **Virtual lessons:** Where possible, virtual lessons / taster sessions using Teams/Zoom/Google meet etc. will be offered throughout the summer term. This will require liaison between primary and secondary schools.
- **Visits from older students:** Older students will visit Year 6 children in their primary schools to give real insight into the secondary experience. This will rely on local networks of schools working together.
- **Mock secondary days:** Primary schools to do at least one mock secondary day covering as many curricular areas as possible giving the children a timetable (an example is included in the additional resources section) and using as many different spaces and teachers that are available. ARK Walworth, Charter East Dulwich and St Saviour's and St Olaves also have a bank of pre recorded lessons that were produced during the Spring term lockdown that can be accessed. Contact details are on the additional resources page.
- **Communication between schools:** Child and parent friendly communication from secondaries in the form of videos, newsletters, YouTube channels etc. that can be shared in primary schools will enhance familiarisation. (see additional resources section for examples)

Social engagement

To enable Year 6 pupils to engage more fully with each other before joining secondary school, it is hoped that Year 7 tutor groups could be finalized by the end of June. Where this is the case, the suggested activities here will be as meaningful as possible.



Strategies, ideas and resources:

- **Online meetings:** Teams/Zoom/Google meet etc. with new tutor groups to do ice breakers, quizzes, and get to know you activities (see additional resources section for an example).
- **Communication between Year 6 pupils:** Year 6 pupils can write letters or emails to their new tutor for distribution to other pupils in the same tutor group. Alternatively Y6 pupils could make a “This is me” poster that can be sent to secondaries to be shared in September. (see additional resources section).
- **Communication between Year 6 and Year 7 pupils:** Online sessions can happen with Year 6 pupils from other primaries, Year 7 students who are at the new secondary and Head of Year where social engagement can happen as well as the opportunity to ask questions about secondary school life.
- **Collaboration:** Collaborative projects/activities can happen between children from different primaries – they could interview one-another, create a presentation with information about each member of the group and share.



Mental Health and Wellbeing

Due to the amount of time children have had out of school this year it is vital that we support Year 6 children's mental health and well-being as they prepare for transition to secondary school.



Strategies, ideas and resources:

- **Visits from older pupils:** Older pupils will visit Year 6 children in their primary schools to give real insight into the secondary experience. This will rely on local networks of schools working together.
- **Visits from secondary staff:** HoY7 (or equivalent) visits to primary school to focus on pastoral information about individuals and groups. (see additional resources section for examples of further prompts for HoY7 or equivalent)
- **Top tips:** Primary schools to share with Year 6 pupils top tips to your first half term which includes information around what to do if you need help; basic information such as having a timetable, different rooms, different teachers etc.; guidance on independence and organisation; advice on making friends etc. (see additional resources page)
- **Preparatory pastoral sessions in Primary schools:** Primary schools to provide regular opportunities in advance of the transition day / lessons that focus on emotional preparation and enable children to role play different scenarios. The use of circle time / P4C / worry boxes etc. will facilitate this. It is hoped that secondary schools will carry on the pastoral input in Year 7 through the use of PSHE drop down days for example.
- **Year 7 / Year 8 stories:** We have surveyed a sample of Y7/8s to ask "What were you most worried about before going to secondary? What made the biggest positive difference to you when you got to secondary?". These can be shared with Year 6 pupils and used as the basis of preparatory pastoral sessions (see additional resources page)
- **Reading list:** Please see the additional resources page for a reading list to be circulated that primary schools can access including titles such as "Go Big" by Matthew Burton and "Everything All At Once" by Steven Camden.

Sharing information

The ideas here focus on what mechanisms we can utilise in order to share information as children move to secondary school, especially for SEND & vulnerable children. In the absence of KS2 SATs results, other qualitative and quantitative data should be shared.



Strategies, ideas and resources:

- **Work portfolios:** samples of work consisting of writing, maths, science, creative, humanities to go up with other records to secondaries. Some to be taken on the transition day. This will serve as a benchmarking tool for secondary teachers and can be used to help with setting expectations on an individual level.
- **Assessment data:** Qualitative data using simple consistent language for RWM (i.e. WT, WA, GD) to go up with other records to secondaries.
- **Other transition information:** Qualitative data around SEN status, pastoral information, strengths and weaknesses etc. to be sent by primary school (rather than individual child) using a specifically designed spreadsheet (see additional resources section).
- **SEND:** SENCo “speed dating” on Zoom/Teams/Google meet etc. to enable sharing of information about SEND pupils. This will need to be organized and led by Secondary SENCOs.
- **SEND:** SEND pupils to make a quick “This is Me” video that can be sent to receiving schools. **However this would need to be optional and must happen with agreement from parents.**
- **Multi agency work:** Any annual reviews, TAC meetings etc. in the summer term to include Secondary SENCo or equivalent to help build relationships.
- **Handover of folders:** To ensure a more timely handover of information ARK Walworth is happy to facilitate a delivery of student folders from all Southwark primary schools and then picked up by secondaries in the final week of the summer term.

Addressing gaps in learning

By the end of this academic year, Primary schools through quality first teaching and interventions will have worked hard to close learning gaps that may have appeared during the spring term lockdown.

Because all primary schools have their own curriculum based on the national curriculum differently it will be difficult to give a consistent picture of what has been missed or where there may be gaps across the wider curriculum. However, the ideas presented here should address this issue.



Strategies, ideas and resources:

- **Visits from secondary staff:** HOY7 (or equivalent) to meet with Y6 teacher (live or on Zoom etc.) to discuss individuals and identify learning gaps.
- **Information gathering:**
 - ⇒ Straightforward approach to eliciting information from primary schools about current performance of Year 6 cohort to enable provision in Year 7 that addresses gaps in learning. (see additional resources)
 - ⇒ Secondary schools can send google forms requesting the data they want to collect for the children.
 - ⇒ Secondary schools can send primary schools a gap analysis form which they can then compile in to a wider spreadsheet that will allow them to quickly identify the gaps of their children as a whole.



1. Familiarisation:

- *Accessing pre recorded lessons:* Please contact
⇒ Androulla Kouppas St. Saviour's & St. Olave's (akouppas@ssso.southwark.sch.uk)
⇒ Also Oak National Academy have a bank of Y7 lessons (<https://classroom.thenational.academy/subjects-by-year/year-7>)
- *Mock secondary days:* sample timetable from ARK Walworth that can be adapted to suit primary context.
- *Communication:* St Saviour's and St Olave's newsletter and Charter School East Dulwich YouTube channel.

2. Social engagement

- *Online meetings:* Getting to know you activity example: for example: get to know you BIN-GO - <https://bingobaker.com/cards?q=find+someone+who&page=104> etc.)
- *Communication between Year 6 pupils:* "This is me" poster.

3. Mental Health and well being

- *Visits from secondary staff:* ARK Walworth Year 6 admissions interview.
- *Top tips:* Top tips for secondary school sheet.
- *Year 7 / Year 8 stories:* views from Year 7 and 8 pupils.
- *Reading list:* A reading list for Year 6 transition.

4. Sharing information

- *Assessment data and other transition information:* Sharing information spreadsheet completed by primary school for whole Y6 cohort which includes basic contextual details as well as simple drop down options for learning support, primary area of need, safeguarding concerns, reading, writing and maths assessments. Southwark to distribute to secondary schools.
- *Handover of folders:* ARK Walworth handover information details. Please contact: Scott Barnes Ark Walworth Academy (sbarnes@walworthacademy.org).

5. Addressing gaps in learning

- *Information gathering:* ARK Walworth transfer information form .

Sample timetable from ARK Walworth that can be adapted to suit primary context

| | Tutor | P1 | P2 | P3 | P4 | P5 | P6 | Tutor |
|-----|----------------------------------|--|---|---|-------------------------------------|---|------------------------------------|----------------------------------|
| Mon | Ms S Brobbey, Mr S Okeke C150 | 7a/Spanish Ms A Bangui C150 | 7a/Maths Miss K Kantharatnam C150 | 7a/English Ms B Peters C150 | 7a/English Ms B Peters C150 | 7a/RE Ms M Porthouse C150 | 7a/Science Ms Z Boateng C150 | Ms S Brobbey, Mr S Okeke C150 |
| Tue | Ms S Brobbey, Mr S Okeke C150 | 7a/Pe Ms F Dawes C150 | 7a/Pe Mr S Barnes C150 | 7a/History Mr J Spinks C150 | 7a/Dance Ms F Dawes C150 | 7a/Computer Studies Ms S Agoro C150 | 7a/Spanish Ms A Bangui C150 | Ms S Brobbey, Mr S Okeke C150 |
| Wed | Ms S Brobbey, Mr S Okeke C150 | 7a/English Ms B Peters C150 | 7a/Science Ms Z Boateng C150 | 7a/Maths Miss K Kantharatnam C150 | 7a/RE Ms R Williams C150 | 7a/Art Mr B Brereton C150 | 7a/Art Mr B Brereton C150 | Ms S Brobbey, Mr S Okeke C150 |
| Thu | Ms S Brobbey, Mr S Okeke C150 | 7a/Business Studies Miss B Nema C150 | 7a/Maths Miss K Kantharatnam C150 | 7a/Science Ms Z Boateng C150 | 7a/Science Ms Z Boateng C150 | 7a/English Ms B Peters C150 | 7a/English Ms B Peters C150 | Ms S Brobbey, Mr S Okeke C150 |
| Fri | Ms S Brobbey, Mr S Okeke C150 | 7a/Maths Miss K Kantharatnam C150 | 7a/Maths Miss K Kantharatnam C150 | 7a/Spanish Ms A Bangui C150 | 7a/Geography Ms E Walden C150 | 7a/Music Miss L Chapman C150 | 7a/English Ms B Peters C150 | Ms S Brobbey, Mr S Okeke C150 |

Sample newsletter from SSSO

Published July 2020

July Newsletter from SSSO

From the Headteacher

Dear year 7 students 20/21

I am delighted to be writing to you as your new Headteacher and I am really looking forward to meeting you in September. I am sorry that your end of year 6 and your preparations for starting at secondary school have been affected by Covid 19, but please rest assured we have been very busy getting ourselves ready to welcome you and we will make sure you can achieve your very best here.

You are joining a fantastic school with a great history of educating young women to have the confidence to become whatever they want to be. St Saviour's girls become doctors and nurses, teachers and lawyers, actors and entrepreneurs, to name just a few. Most girls don't have a clear idea when they join us what it is they hope to achieve, but they take all of the opportunities on offer, they stretch themselves out of their comfort zone, and as they move through the school they begin to see a future taking shape. It is a really exciting time of your life, but we do realise that it can also cause some anxiety from time to time. We will help you gain the skills to deal with that too.

Above all St Saviour's girls care about others and about our community. They listen to other points of view. They speak up for fairness and justice. They look out for each other, and they will look out for you.

I look forward to sharing with you our plans for your September start as soon as we possibly can. Have a wonderful summer, and we will see you soon.

Best wishes ,

Catherine May
Headteacher

**St Saviour's
& St Olave's
School**

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"This is me" poster

Southwark Council

This is me!

My name is:

The name of my primary school is:

The name of the secondary school that will be going to is:

My favourite subject is:

My hobbies are:

The best thing about school for me is:

Questions I want to ask about starting secondary school:

- 1.
- 2.
- 3.

I am looking forward starting secondary school. This is what I am excited about:

- 1.
- 2.
- 3.

ARK Walworth Year 6 admissions interview

Conducting a Year 6 Admissions Interview What are we trying to achieve? Briefing Sheet 1

For each child, you have:

- A a green sheet to fill in which will seek to capture important educational information
- B A Walworth Standard sheet that sets out our Home-School Agreement.

Briefing Sheet 2 goes into detail about what you actually need to write and say. This Briefing Sheet deals with the overall aims of these meetings

- 1 **Three-Way Partnership** between pupils, parents and WA is key and should be spoken about and modelled. So:
 - a) we seek to be fully informed and to keep parents and pupils fully informed;
 - b) we recognise that all parties are empowered by knowledge;
 - c) we need to listen carefully to responses so that we can pre-empt any issues that might arise and be in a position to put in place any support that is necessary for pupils.
- 2 We are looking for **true alignment** with our ethos, and we so demand 100% alignment, 100% of the time. We need to impart a sense of Walworth being a Family and that the pupil is **joining the Walworth Family**.

Note our Core Values statement:

- Commitment to learning – 100% effort in lessons, 100% completion of homework
- Aspiration – Knowing their next steps – e.g. attitude to learning should be a '1'
- Resilience – Willing always to try
- Excellence – Be the best that you can be
- Self-management – Attendance, Uniform, Ready for Learning.

None of us should ignore, relent from or deviate from these values.

Conducting a Year 6 Admissions Interview How, in detail, we achieve our aims during an interview. Briefing Sheet 2

1 GREEN SHEET

Assess the sort of people in front of you. SMILE. Preliminary substantive question. How are you enjoying your SATs?

Please complete the following:

- Completed by
- Educational background – trying to pick up on stability – have they had lots of different primary schools?
- Attendance/punctuality – talk about it more than once
- Sports: information teams – otherwise simply, e.g. "enjoys football". Just writing, e.g. 'athletics' is not helpful. Enjoy is the key word to use if the child has no special talent.
- Music – not just recorder in class. We want to capture instrumental and singing attainment
- Get everything you can.

SEN – Please ask, we don't necessarily yet know about this. Get all the details.

- Exclusions – by this stage in the interview you should have been able to assess whether the child is likely to have been excluded or not.
- How to ask about 'offsite' and 'police' without giving offence.
- Medical is straightforward. See the wording of the question.

2 The Walworth Standard

- Show the standard booklet

Go through the working agreement sheet – they have had a version of this for some days at least on a blue form which they might bring with them. Tell them that the new form supersedes that but has basically the same information.

Highlight

- | | |
|--------------------|--|
| - Basics Section | Attendance and punctuality; and homework |
| - Academy Section | A regime based on praise |
| - Parents' Section | a) Holidays outside term time ONLY |
| | b) Weapons, drugs and violence – we don't have a problem, <u>but</u> <u>because</u> of the area we operate in, we have to be vigilant. |
| - Pupils' Section | Hair – no cut-ins. If their hair is looking good, just say, come like that and there will be no problem. |
| | Sort out disputes – trust your teachers |
| | Phones etc |
| | Jewellery |

Then GET them to sign this sheet.

- 3 There will be a **uniform list and price list**. Talk them through this. And give them the uniform card
- 4 Give time for any **questions**
- 5 Give out the **Information Sheet** which has further dates

They leave with (1) Uniform list, (2) Price List, and (3) Information Sheet, with term dates, and (4) uniform card, (5) The Walworth Standard booklet

Top tips for secondary school sheet



Top tips for starting secondary school - a simple guide



Organisation: One of the biggest things about being at secondary school is the need to be organised. Your new school will probably give you a list of equipment that you need to bring to school (for example, pencil case, calculator, sports equipment and uniform). You should pack your bag, pencil case, etc the night before so you don't have to worry in the morning.

Asking for help: You should never be afraid to ask for help, or talk to someone you trust if you're concerned about anything. Your tutor, head of year 7 and other staff (such as learning mentors or teaching assistants) will want to help you and understand that starting secondary school can be daunting.

Making friends: make the first effort to make new friends. You are all new together. Being at secondary school is a brilliant opportunity to meet new people and don't forget, everyone will be just as nervous about it as you!

First impressions last a long time, so try to make a good one. That includes being organised, always making sure you are wearing the correct uniform and always making sure you behave well.

Making the most of your new school: There will be lots of opportunities to try out new things beyond every day lessons. If there are clubs, activities and other options that interest you, try and get involved.

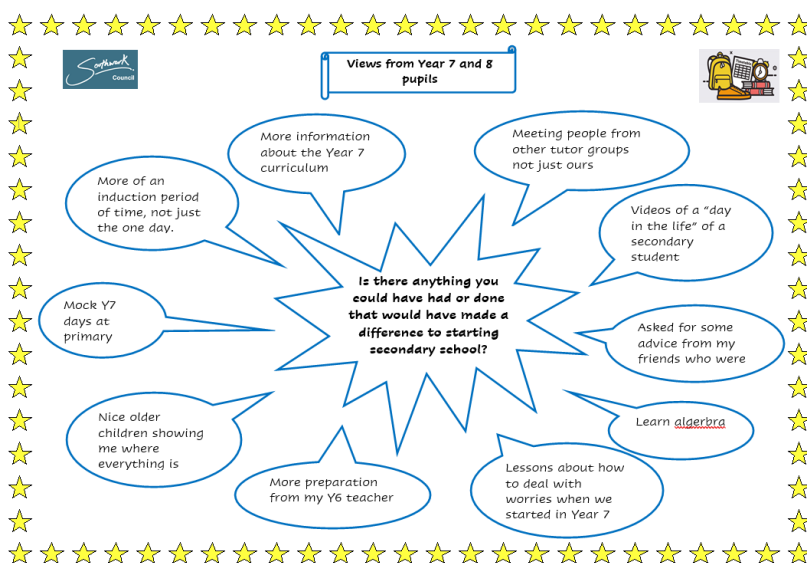
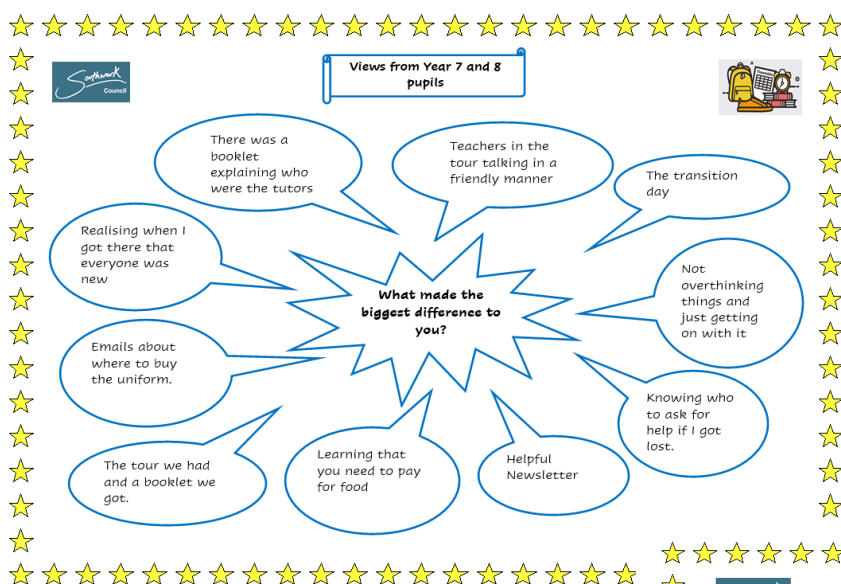
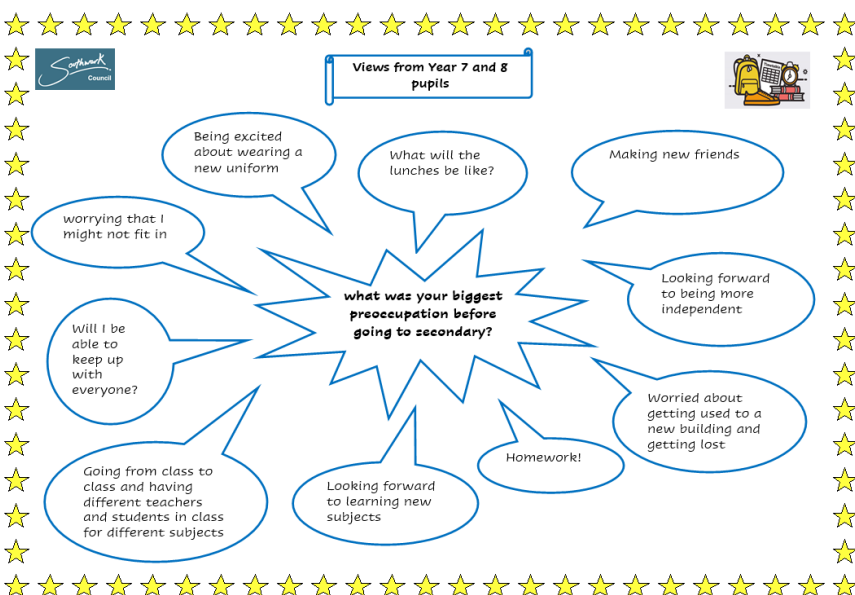
Finding your way round: When you start at your new school you will need to find out about the layout and learn where classrooms, toilets, playgrounds and lunch halls are. You will start to do this on your transition day. Also, don't panic if you get lost. There are always a few Year7s who get lost in the first half term and secondary teachers will always help you out.

Timetables: Your timetable is very important as it tells you what lessons you are doing, in which room and with which teacher. It will also tell you when you should be at school and when you can go home. You may have had some practise using a timetable doing mock secondary days in Year 6. The longer you are at secondary school the more you will learn your timetable

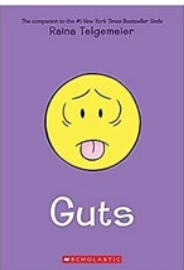
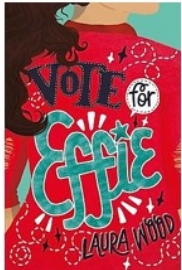
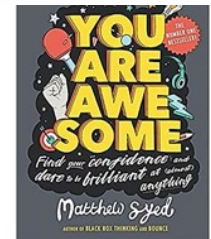
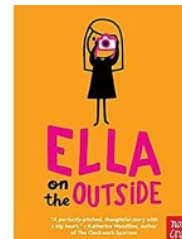
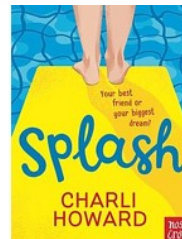
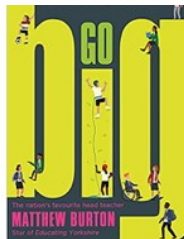
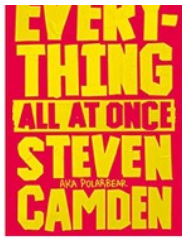
Uniform and sports kits: Make sure you know what uniform you need, and what to bring in for sport and PE. Secondary schools can be more exact about this than primary schools. So for example if you need black shoes, buy black shoes, not black trainers. If you need black trousers, then don't wear skinny black jeans!

Enjoy it! Making new friends and learning new things is exciting. Everyone else is in the same boat, so just aim to have a good time!

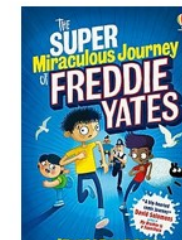
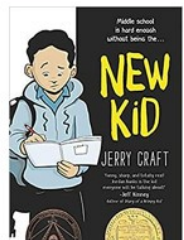
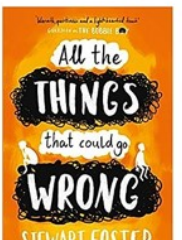
Views from Year 7 and 8 students



A reading list for Year 6 transition



Books for Year 6 Transition



ARK Walworth transfer information form



Ark Walworth Academy Year 6 to 7 Transfer Information Form - 2019

Pupil's Name: _____ Primary School: _____

Did the pupil start with you in Nursery/Reception/Year 1? YES / NO

If not please give details in the back of this form.

- 1 **Current attainment:** Reading: SPAG: Maths:
Please specify: **AAS** (above expected standard); **AS** (achieving expected standard) or
NS (not achieving expected standard)

2 **SEN**

Is the prime Area of Need: (1) Cognition and Learning
(2) Speech and language and Communication
(3) Behaviour Emotional Social
(4) Physical and Sensory

| |
|--|
| |
| |
| |
| |

Agencies involved: (E.g. Speech and Language Therapy, CAMHS, etc.)

Official Diagnosis: _____

Support provided: _____

Does our SENCO need to visit the child in school? YES / NO

If Yes, please give contact details: _____

Does our Inclusion Co-ordinator need to visit the child in your school or arrange a visit to our school before induction week? YES / NO

If yes, please give contact details: _____

- 3 **Attendance/Punctuality Concerns?** Y/N Any intervention from the early help team? Y/N
Any further information regarding attendance:

Attendance: Autumn 2018 Spring 2019

- 4 **Any exclusions?** YES / NO If Yes, please state the number and length of the exclusion(s):

Have any agencies been involved? YES / NO (Please specify)

- 5 Does the pupil speak a **language other than English** at home? YES / NO:
(Please specify) _____

- 6 Are there any pupils that are also transferring to Walworth Academy that you feel this pupil would work well with or would need to be separated from – please specify if they are to be **kept apart** or **together**.

Apart: _____

Together: _____

Thank you for completing this form. For anything else you think we should know, e.g. NRPF, including other attainments or further behaviour concerns, please use the back of this form or contact Richard Philpot, Admissions Co-ordinator, Walworth Academy, on 020 7450 9570.

With thanks to the cross phase working party who shared ideas, strategies and experiences to put this offer together:

- **Justin Burt** (Headteacher, Friars Primary Foundation School and chair)
- Scott Barnes (Assistant Principal, ARK Walworth Academy)
- Sarah Daly (Head of KS3, Charter School East Dulwich)
- Leila Douri (Assistant Headteacher, Surrey Square Primary School)
- Ruth Fairclough (Deputy Headteacher, Ivydale Primary School)
- Androulla Kouppas (Assistant Headteacher, St Saviour's and St Olave's School)
- Eleanor Minter (Phase three leader, Alfred Salter Primary School)

