

Children, Young People, Education and Skills (CYPES) Policy

Title: **Transfer and Transition Policy**
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1. Overview

At whatever age it is experienced, change presents challenges. Throughout their school life, pupils regularly experience change, as they are required to work with different teachers and to move between different educational settings. The success with which they and their parents or guardians manage these transitions depends largely on the kind of preparation and support they receive. The purpose of this policy therefore is to establish universal principles for good transition and to provide guidance to schools on systems and practices which will promote it. The document, which updates the 2017 Transfer and Transition Policy (and replaces the 2018 Key Stage 2 to 3 Transfer Policy) also confirms legal and current CYPES Department requirements in respect of the transfer of records.

2. Scope

The Transfer and Transition Policy applies to all school-based staff employed across Jersey. It addresses the circumstances in which pupils experience significant change to their educational experience, including transition:

- From home, or an early years setting, to the Foundation Stage in school.
- Between year groups and key stages within the same school.
- Into a Jersey school or college from the UK or overseas.
- From a Jersey school or college to a school elsewhere.
- At age 7+ to Jersey College Prep or Victoria College Prep.
- From primary to secondary education at the end of Year 6.
- Between secondary schools, including transfer to Hautlieu at 14+ and 16+.
- Into sixth form, college or the Trackers Foundation Programme.
- To or from placement in a specialist provision or The Greenfield Centre.
- To a transition pathway for students in Year 9 and above identified with complex needs and disabilities requiring co-ordinated multi-agency involvement as they prepare for adulthood.
- Following a period of home education or time off-roll for other reasons.
- Between schools outside of normal transfer periods, for example as a result of a house move or the expression of a preference to attend elsewhere, as well as through emergency transfers or managed moves.

To achieve this, it covers issues relating to:

- Partnership working.
- Pastoral care, including Child Protection and safeguarding.
- Teaching and learning, including curriculum continuity.
- Safeguarding, including records management and data transfer.
- Communication with parents.

NB: In the context of this policy, the term “pupils” is used to refer to all children and young people who attend an educational establishment in Jersey, regardless of their age or stage of education.

3. Responsibilities and distribution

It is the responsibility of Head Teachers to distribute this policy to their staff and to ensure that the contents are taken into account when developing transition practices to support pupils progressing through their school, as well as entering and leaving it. It is also the responsibility of Head Teachers to ensure that arrangements are in place to secure the complete and timely transfer of pupil records, following the mandatory guidance provided. Head Teachers are ultimately accountable for the outcomes of transition and should ensure that responsibility for managing the process is explicitly allocated and that all staff are aware of the role they have to play in supporting pupils new to the school.

4. Policy/Standards

Effective transition takes time and is a process rather than an event. Pupils must be at the heart of the process to avoid transfers between schools, and transitions between year groups and key stages, being a barrier to progress. Transition must not be left to chance but prioritised, thought about and planned in advance. Where practice is at its strongest, the social, emotional, curricular and pedagogical aspects of learning are managed to enable pupils to remain engaged with, and have control of, their learning.

In order to secure continuous learning, regardless of the stage of education:

Pupils need the confidence, understanding and skills to advance their own progress across transfer and transition:

- Effective transfers and transitions happen within the minds of pupils (and their parents). Their ability to cope with change and engage with and take control of their learning is critical.
- Pupils need to be prepared for transition and supported through it by coherent programmes of pastoral support and through learning experiences which build seamlessly on what they already know and can do.
- The greater the needs of pupils, the greater the importance of good transition practice. CYPES Department personnel and outside agencies may also have a role in preparing some more vulnerable pupils for a change of school.
- The needs of parents and their role in supporting their children through transition must also be acknowledged and addressed.

Partnership working, based on a common vision, shared responsibility and trust, is essential:

- School staff have an equal and shared responsibility for developing practices and processes to support pupils with transition, whenever it occurs. The stronger the partnership between stakeholders, the greater the potential for progress. Only through working together can the conditions for continuous learning be established.

- Different approaches to learning and teaching have evolved in different phases of education. An understanding of these is needed if partners are to provide the right conditions for continued pupil progress.
- High levels of mutual professional respect are essential. Partners need a clear understanding of the priorities, issues and scope of the transition work being undertaken. There can be no sense of hierarchy and all partners are responsible for the progress of the pupil before and after the transfer or transition.
- Where a transfer is, or could be considered to be, contentious, there is no less a responsibility for professionals to work in partnership.
- Partnership with and involvement of parents is also at the heart of effective transition.

Structures and systems that support formal and ongoing links between partners must be developed to support sustained collaboration:

- Structures and systems provide a framework for consistent partnership working and common pathways that can be evaluated each year. They work best when responsibilities are identified in job descriptions and where expectations are agreed by all partners.

All pupil records must be passed on, following Education Law and CYPES Department protocols (see below), and used appropriately by the receiving school:

- Data and other pupil-level information must be transferred in a timely fashion (within five working days) to enable teachers in the receiving school to plan to build on prior learning and provide appropriate support and intervention.
- Professional regard for all information received from the previous setting is essential.

5. Further information and related documents

- [School Admission Policies](#)
- Managed Moves - section within [Positive Behaviour Exclusions and Part-Time Timetables Policy](#)
- Jersey Schools Review Framework – *link to be added once published on gov.je*
- School Information Management Manual
- SIMS reporting guidelines

6. Recommendations and Guidelines

The following practical advice, in conjunction with the associated transition timelines is intended to support schools in addressing the core principles of the Transfer and Transition Policy.

Development of school level transfer and transition policies and practice

To ensure that school policies and practices are of the highest quality and meet identified needs, school leaders should:

- Work with partner / cluster schools to develop a shared vision for transition policy and practice.
- Undertake regular self-reviews of this area of their work to aid reflection and self-evaluation and support future development.
- Obtain pre and post transition feedback from pupils and parents, for example through the use of questionnaires, to identify where transition practice could be further improved.
- Involve staff at all levels in the development and evaluation of policy and practice.
- Ensure that responsibility for managing transitions is explicitly allocated, including in the wording of job descriptions.

- Identify opportunities for staff to meet with others in clusters or from feeder or receiving schools, to discuss pedagogy, progress, assessment of work and expectations and/or to observe practice and work with pupils.

Support for pupils

To support pupils in preparing for transition, school staff should:

- Begin the process well in advance.
- Support pupils' and parents' right to choose, for example by passing on information about other schools promptly and by supporting those sitting entrance tests.
- Consider establishing a structured programme of activities to support with preparation for transfer at main transition points.
- Focus on securing continuity in learning and teaching, as well as considering the social and emotional aspects of transition.
- Arrange for visits from staff from receiving schools, whole class visits by pupils to schools in the next phase and/or return visits by past pupils – it is preparing pupils for change which is of prime importance, not contact with a specific establishment.
- Establish cross-school links between pupils, including through informal visits and joint social events.
- Provide pupils with age-appropriate welcome materials / guides to their new school, additionally available on the school website in multiple languages.
- Make systems in areas likely to be a cause of worry for new pupils and parents (e.g. anti-bullying) explicit at an early stage.
- Consider introducing staggered entry or home visits, where appropriate.
- Consider an extension to the standard two-day summer term transition period for pupils moving on to secondary schools and / or (more generally) the provision of earlier or regular opportunities to experience learning in the new setting.
- Ensure that transition days are used for engaging, representative taster lessons, which build on what pupils already know and can do rather than testing and formal assessment.
- Ensure awareness of pupils with additional needs and consider the need for an environmental audit and/or additional staff training.

To support pupils on joining or moving through the school, staff should:

- Ensure that information provided by the pupil's previous school or teacher is used to identify and meet pastoral and learning needs.
- Consider creating common learning environments to minimise the impact of change, while encouraging pupils to reflect on their learning cross phase and to be active participants in it.
- Ensure, prior to transferring, that there are opportunities for parents to discuss transition issues with staff, particularly where pupils have been identified as vulnerable.
- Consider the benefits of individual interviews with pupils (and their parents.)
- Ensure that staff are on hand to provide advice and support following the release of examination results.
- Establish systems for buddying / peer mentoring and support.
- Pay particular attention to establishing systems of support for single pupils joining the school, both at normal transition times and mid-year.
- Consider whether the provision of summer schools, other holiday activities and/or team building activities at the start of the year might support with transfers at main transition points.
- Consider a formal celebration of successful transition at the end of the first half term.

To promote smooth transition for vulnerable pupils and those with additional needs, school staff should:

- Utilise existing systems and structures (for example Planning and Review Meetings) to plan for transition for vulnerable pupils.
- Make use of specifically designed resources, for example the templates included in the Transition Pack.
- Maximise liaison between schools to identify and implement additional support.
- Consider using Jersey Premium funding to support transition work with eligible pupils.
- Provide additional opportunities for pupils (and their parents) to visit their new school, as appropriate.
- Support for parents

To raise parents' awareness of the transition process and their role in making it successful, school staff should:

- Provide open days for parents, well in advance of transition, so that they fully understand the school's expectations and the systems and structures they have in place to support new pupils both pastorally and in their learning.
- Support parents in understanding the language of learning and the language of schooling, for example through the provision of workshops.
- Develop written guides, including with input from parents whose pupils have recently transferred into the school, that provide explicit advice to enable parents to understand their role in supporting their pupils through transition. These guides should be additionally available on the school website and in multiple languages.
- Provide parents with a named contact to approach with transition concerns.
- Consider allocating new parents a "buddy" from the existing parent body.
- Ensure that parents have an early opportunity after transition to discuss any remaining issues.
- Capture the views of parents on the effectiveness of the transition arrangement for their child once they have settled in the school.

Partnership working

To promote continuity in learning and teaching, school staff should work together to:

- Develop common expectations across key stages and phases, including a common understanding of the traits of an emerging, developing or secure learner.
- Develop schemes of work across key stages and phases to ensure there is a continuum of learning.
- Use all available information on pupils to inform curriculum planning and target setting.
- Establish bridging projects and transition topics between year groups and phases to further promote continuity in learning.
- Review the content of the curriculum of the previous phase and dovetail planning to take account of what has been taught previously.
- Align key areas of policy and practice, for example, marking and feedback.
- Provide feedback to feeder schools on transition outcomes.

To promote shared understanding across year groups and key stages, school staff should work together to:

- Create opportunities to observe learning and teaching in different key stage and phase settings.
- Consider ways in which teacher exchanges between schools in different phases might be facilitated.

- Take advantage of opportunities to moderate across year groups, key stages and phases to build a consensus of what work of a given standard should look like.

To comply with Data Protection law and to ensure that all staff in a receiving school have a full picture of a new pupil's strengths and needs, all schools must:

- Forward all records (paper and electronic, sensitive and non-sensitive) to a pupil's new school on transfer – pupil records must reside with the current school or, if an individual is no longer in education, with the last educational establishment they attended. Schools or professionals who retain records of pupils who are no longer in their care are breaching the Data Protection Law (2018) regardless of their motivation for doing so. In exceptional circumstances it may be appropriate for the pupil's previous teacher to retain a copy of some pupil documents; however, the originals should all move with the pupil. No part of an educational record may be removed or destroyed prior to transfer or transition. Where an individual is no longer of school age, their file must also be retained in its entirety by the last school they attended, until they are 25 years of age.
- Keep all records together - Child Protection and other sensitive records must not be separated from the rest of a pupil file (although they should be marked as confidential and placed in a sealed envelope) and must move to a receiving school with the child. NB: Parental consent for the transfer of records is not required in any circumstances and any parental request to remove items from a pupil's record (for example to give them a "fresh start") must be denied. The Data Protection Law allows for the exchange of sensitive information for safeguarding purposes and to fulfil public functions.
- Follow up promptly with a pupil's previous school (including with schools outside the island) if records are not received promptly (i.e. within five working days of transfer.) When a pupil transfers, the existing school has a responsibility to provide their file. However, the destination school also has a responsibility to ensure that they receive it.
- Ensure that records are always sent by secure means. Additional pupil documentation other than formal records (for example workbooks or other samples of pupils' work) may be transferred using the CYPES Department's internal mail "school run".

NB: This guidance applies in respect of any pupil moving school at any time. Further information about records management is contained in the School Information Management Manual or can be obtained from the Head of Governance at CYPES (email education@gov.je).

The role of the CYPES Department in promoting smooth transition

Although the ultimate responsibility for managing transition rests with schools, the Education division within CYPES will:

- Provide formal written guidance on expectations for example in respect of:
 - Timelines and good practice for main transition points.
 - The management of pupil data and other records.
 - The specific support to be made available to pupils at the end of Year 11 following the release of examination results.
- Provide appropriate professional development opportunities for teachers in the area of transition.
- Encourage information sharing between schools and private nurseries / pre-school settings, including through the scheduling of an annual transition event, where teachers can meet to discuss pupils' characteristics and needs.
- Encourage the use of staggered entry to school, where appropriate.
- Identify a common primary/secondary transition period for all schools, towards the end of each summer term (currently 2 days).
- Promote links between schools, for example, through cluster-based assessment activities.
- Support the sharing of good practice in the area of transition.

- Provide specific advice and guidance on the management of transition for pupils with identified additional needs.
- Support teachers in understanding and interpreting assessment data from prior key stages and in establishing secure baselines from which progress can be measured.
- Support schools in benchmarking international qualifications.
- Ensure that data collected centrally is provided to receiving schools as quickly as possible.
- Support with the mechanics of records transfer, by working to improve digital systems and by providing an efficient internal mail system.
- Encourage innovation in transition practice, including through the provision of additional funding to facilitate cross-school or cross-phase working, where budgets allow.
- Ensure that, where pupils have been in receipt of direct support from CYPES Department personnel in response to their specific additional needs, changes in personnel are kept to a minimum on transition or that, where changes are unavoidable, handover is well managed.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	29.09.09	Professional Partner	First Draft for review at Schools and Colleges
0.2	5.10.09	Professional Partner	Dates for current academic year included
0.3	30.09.10	Professional Partner	Updated for 2010/11 academic year
0.4	30.09.11	Professional Partner	Updated for 2011/12 academic year
0.5	18.10.12	Professional Partner	Updated for 2012/13 academic year
0.6	09.09.13	Professional Partner	Updated for 2013/14 academic year
0.7	24.10.13	Professional Partner	Updated to include transfer of documentation and amended dates for KS2 data 2013/2014
0.8	25.09.14	Professional Partner	Updated for 2014/15 academic year
0.9	2.10.14	Professional Partner	Updated to include further amendments
1.0	16.07.15	Professional Partner	Amended dates for 2015/16
1.1	15.09.15	Professional Partner	Final amendments
2.0	25.09.17	Professional Advisor	Updates for 2017
2.1	30.9.18	Professional Advisor	Updates for 2018
2.2	28.8.19	Transition Advisor	Minor updates / name changes for 2019