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Think ahead. Start thinking about transition in the Spring term, and aim for a meeting with colleagues from as many feeder schools as possible. If you have any direct connections, hold meetings at least bi-annually to discuss and refine transition arrangements. Examples of good practice can be found here: [gov.uk/government/publications/ofsted-key-stage-3-curriculum-survey-2015-8-good-practice-case-studies](https://www.gov.uk/government/publications/ofsted-key-stage-3-curriculum-survey-2015-8-good-practice-case-studies)

2

Organise your year 7 teaching. Make the most of the work that KS2 colleagues have already completed. Be familiar with the key content and ideas in curriculum documents they have used, e.g. [gov.uk/government/collections/national-curriculum](https://www.gov.uk/government/collections/national-curriculum). Identify themes which can be revisited so that students gain confidence from their familiarity with the material, but are supported to go further with it.

3

Avoid early baseline testing. There are few things more disheartening for a student in their first week than being handed an exam paper. Start the year with activities which grow confidence and allow students to talk to each other in different ways, but also help identify those who may need more support. Make use of data that comes from primary colleagues.

4

Provide a map. Finding their way around can sometimes be a concern for students. Provide a map of the school site, perhaps using a Digimap for Schools subscription and encourage students to work through a typical day or week and map out their movements across the school site (digimapforschools.edina.ac.uk/).

5

Anticipate problems. Some aspects of the school day may cause confusion or anxiety: queuing up in the dining hall, forgetting a PE kit, feeling ill, getting lost. Ensure students are clear of what to do in these circumstances. A flowchart could help to show students how to react to some common situations, and who to turn to for support.

6

Make registration fun. In the first few weeks, it can be fun to ask students to answer a question during registration, so instead of 'Yes Miss', students cite their favourite film, book or sport. This may become a catalyst for discussion. The website formtimeideas.com/ has some great ideas for tutor time.

7

Let them know who to talk to. The students should be at the centre of a web of support, which could include mentors or buddies (older students may benefit from this position of responsibility), and staff with particular pastoral roles. It can be powerful for new staff to say: 'I'm new here too, so let's see if we can work it out together shall we?'

8

Consider previous friendship groups. These will have developed from primary school, but tensions can occur when the dynamic changes and new friendships develop. Be mindful of how this might isolate less confident students and provide plenty of opportunities for group dynamics to be switched and mixed up during lesson activities.

9

Provide homework support. This can be important for parents as well as students. Produce a homework timetable so that expectations are clear, and provide opportunities for catch-up within tutor times before sanctions are applied. Remember some students may not have an appropriate space to work at home and don't assume access to the internet is available to all.

10

Reinforce expectations. Some schools have a weekly focus in the first part of term, supporting students with uniform, punctuality, routines or some other element of the school day. These can help reinforce expectations for all, including older students who may not be perfect role-models for new students.

11

Organise drop-in sessions. Form tutors could be asked to volunteer one of their breaks each week for the first few weeks of the Autumn term to provide a 'drop-in' or 'biscuit break' (biscuits provided) to ensure opportunities for one-to-one chats. This can also provide a 'safe' space for students who may struggle with new social situations.

12

Ask for feedback. After a month or so, new students could be given the task of producing some 'top tips' for the next group of new students based on their experiences so far. Look again at induction materials and ask students to consider whether they were appropriate and whether other content needs to be added or removed.

13

Help them get organised. This can take some time, particularly where students are moving around the site rather than having a fixed area. Most schools will have some system of lockers, crates or other storage for students. Monitor the use of these arrangements and provide structure for those who find this difficult.

14

Be aware of new vocabulary. New subject specific vocabulary can be a barrier to some students accessing the curriculum. Alex Quigley's *Closing the Vocabulary Gap* provides ideas for supporting students with the acquisition of new vocabulary. A 'Word of the Day' or in classrooms or a whole-school 'Word of the Week' is a way to encourage new words to be used as often as possible.

15

Be aware of student specific needs. SENCOs will already have circulated these, but be particularly aware of ASC (Autism), which can lead to greater anxiety in new situations: meeting a new form, the first fire-drill etc. Support where possible, and ensure staff are aware of students with particular needs. Additional information can be found here: childrenssociety.org.uk/mental-health-advice-for-children-and-young-people/autism-and-asc.

16

Celebrate successes. Take the time to celebrate successes, but provide the option for students to come up to the front rather than insisting on it; many will overcome their initial concerns over time. It may also be worth leaving space on classroom displays which can be filled with work over the first few months and provide an early 'success' for students.

17

Organise a fieldtrip. Getting students out of school at the earliest opportunity can be beneficial. Not only do fieldtrips/fieldwork help with certain skills such as data collection and observation, they also offer the potential for different social interactions with students, and to observe them in less formal situations.

18

Build home-school relations. Spend time making early contact with parents, via an email or phone call. It may be worth considering a new parents' social early in the term. For parents who are new to the school, this can be a positive step and the beginning of a partnership which may last years. However, it is vital to remember teacher workload with all of these suggestions, and keep them in balance with other demands on teacher time.

19

Introduce the library. It is worth providing an induction session for students to show them how to use their new school library. This can also support the development of a culture of reading. Place a laminated card next to each tutor's desk with room to add what book students are currently reading.

20

Give them time to reflect. At the end of the first term, provide time to reflect and discuss how well the transition has gone. Hopefully the experience has been positive, good routines have been established and everyone can enjoy their break and look forward to the second term!