**Professional Development Activity**

**Exploring transition to Key Stage 3**

**Learning Outcomes** - after carrying out this task you should know more about**:**

* the curriculum requirements of Year 7;
* teaching and learning styles used in secondary schools;
* how Year 7 pupils’ work is assessed;
* how primary and secondary schools support children’s transition from Year 6 to Year 7.

An understanding of the age range beyond the key stages you are trained for is an important feature of teacher training and contributes to standard 5c - how to adapt teaching to support pupils’ education at different stages of development. There are two activities to complete – one in your placement school and one in a secondary school. Some parts of the activities are compulsory and some parts are flexible and depend on the circumstances of individual students and schools.

**Activity 1. Visit to a secondary school to observe Key Stage 3**

You are required to spend a day in a secondary school shadowing a Year 7 class. Ask your placement school if they can help to facilitate this activity, by putting you in contact with the Head of Year 7 in one of the secondary schools their pupils transfer to. Alternatively, you could arrange your own visit, if you have personal contacts in a secondary school.

1. Find out about:

* How the secondary school plans the transition of children from local feeder primary schools.
* How new Year 7 pupils are supported at the start of their first year at secondary school.

1. Talk to some Year 7 children about their first year at secondary school. What have they enjoyed and what have they found challenging?
2. During the day make notes about:

* whether the pupils are organised into ‘ability’ groups and how their progress is assessed in secondary school;
* how teaching and learning and behaviour management strategies are similar or differ to those you have experienced in primary schools.
* how the classroom (and school) environment supports the children’s learning

Summarise your findings on the form below:

|  |
| --- |
| Setting and grouping of pupils: |
| Organisation of the curriculum: |
| How pupils’ work is assessed: |
| Contrasts in teaching and learning styles compared to primary classrooms: |
| Contrasts in behaviour management strategies compared to primary classrooms: |
| Contrasts in the learning environment compared to Key Stage 2: |
| What have you learnt about the differences in pedagogy and organisation between primary and secondary school and their impact on the child? |

**Class Mentor** …………………………………………… **Date** …..............

**Activity 2. Transition arrangements at your placement school**

At your placement school:

1. Talk to the KS2 leader to find out what sessions are put on for pupils and their parents about transition.
2. Talk to Year 6 pupils about their thoughts about moving to secondary school. What are they looking forward to or concerned about?
3. Where possible, attend lessons and meetings with parents that address transition issues and accompany Year 6 pupils on their transition day to secondary school.

Summarise your findings on the form below:

|  |
| --- |
| From your discussion with teachers, observations and policy documents, what are the challenges that children may face when they start Year 7? |
| How does your placement school prepare pupils and parents for the move to KS3? |
| If you were able to attend a transition event, describe what this was about and what issues children and/or parents raised. |
| From conversations you have had with Year 6 children, what are they looking forward to at secondary school? What, if anything, are children apprehensive about? |
| What have you learnt about how transition issues should be addressed in primary schools? |

**Class Mentor** …………………………………………… **Date** …..............