

# Changing Schools

## Hello / Goodbye...Moving on

(Teachers call it Transition)

We believe passionately that, just because grown ups have decided how schools are organised, for the children the learning experience should always be progressive. While the learning environment changes, the learning climate should remain as constant as possible. This involves grown ups talking a lot and working a lot and always thinking about the experience from the pupils' point of view.

On this page there's a lot of information about the three 'points' of transition or change that affect children at Trellech Primary School (ie: starting at Trellech, leaving Trellech and the bit in the middle - moving from infants to juniors). We try to remember that our core purpose is to teach children and prepare them as best we can for their lives today and tomorrow. Just because it's convenient for us to arrange schooling and learning in one way, doesn't mean that it will automatically be the best way for them to learn.

## Starting Reception

(into Foundation Phase / Starting Primary School)

### Transition (Reception) - Parents' Perspective Survey – Feb 2012

How do you feel your son/daughter coped with the move to Reception and full-time learning?

- Very smooth, tiring at first.
- We feel the slower process of doing mornings for longer helped our son.
- Well. He was really tired the first half term as five full days a week was a lot for him but he still enjoyed going to school even at the beginning.
- He has had no problems at all.
- He loves attending school.
- They coped really well. I was worried about the long day but the teacher & helpers recognised this and made it easy for them to adapt.
- Very well. She was so excited and completely ready for the move. I don't know whether having an older sibling at the school helped as her brother had one too! Being familiar with the school & having a lot of friends from playgroup helped a lot.

Half way through the year, how do you think your child has changed since September last year?

- He is more confident with strangers and grown ups.
- Now he is used to the environment he has become a confident student.
- He's become more confident in himself and is much happier reading and writing now. He even asks to write letters and spell out words!
- More confident.
- I don't think he's changed much, he's content and happy. I'd like to think more confident but it depends on the day. He's pretty similar.
- Before school he was not interested in sitting down and learning. Now he will happily sit down for quite a long period of time and wants to write his name or practice his sounds etc.
- She has changed massively! Although always confident at home and with others she knew well, she had refused to participate in shows at playgroup. Seeing her as a snowflake at Christmas was amazing!

What were your main concerns for your child as s/he started at school?

- That he might be stubborn about things that he didn't want to do.
- That he'd be shy.
- That he had not been to nursery.
- We wanted him to make some good friends and settle into school life, but no real concerns.
- I honestly had no concerns. He was very keen to start school.
- I had very few concerns. He was ready and willing to learn and needs the encouragement away from home to do so.
- There were issues at playgroup as far as behaviour went. He was unable to sit still or concentrate for long and would become a little disruptive.
- We had no concerns because we knew she was ready for school and going to an environment she had known all her life!

Have these concerns changed or subsided (how?)?

- He seems to be enjoying having rules and mostly enjoying learning. His attitude is more positive.
- I'm pleased with how he has settled in.
- Yes, the ½ days really helped – thank you.
- We're happy with how he's settled in academically and socially.
- He loves school!
- I'm not 100% convinced that the foundation phase isn't too laid back. I'd be keen to push him a little more. I think the adult/child ratio for the kids is exceptional and it's too early to comment further as he's just started. It's great to see him reading & writing.
- Yes – I have found it very easy to discuss it with Mrs Cotton. However the routine and firm but fair approach at school means this is no longer an issue.
- n/a

This year we're making some changes to our induction / transition process. How else do you feel we could improve?

- I think we missed out the session on explaining the Read Write Inc process.
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- More notice about the move-up days from nurseries.
- More visits to school before the term started.
- Maybe slightly longer sessions during induction.
- It was great. A week of mornings or afternoons was plenty. No problems at all.
- Slightly increase the number of initial half days so children get a taste of both mornings and afternoons before full-time.
- Having been in the school system for quite some time, the process is simple & something we can help others with knowing the ins and outs. However, looking at it from an outside perspective and comments made to us by first time parents, more explanation of procedures in terms of daily routine, Read, Write Inc + feedback would be beneficial.

### **Moving to 'Juniors'**

(Foundation Phase into Key Stage 2)

Transition (Year 2-3) - Parents' Perspective Survey - Feb 2012

How do you feel your son/daughter coped with the move to 'Juniors'?

- Very well.
- Easily – I think she was ready for moving up.
- Happily.

- She found this school year very difficult. All the way through the infants she was easy-going and happy to go to school. This year she doesn't seem as happy and often says that she doesn't want to go to school.
- The transition to the juniors was smooth and exciting (with a few nerves).
- Fairly seamlessly – she appears to be settling down and responding well to 'reward' systems and flexible learning approaches with maths & literacy.
- He coped very well and I think this is because the school is aware of the change of routine for the children and cares enough to plan the process and seek comments about it from children and parents.
- Very well – he had been going to 'juniors' for literacy anyway. Also he had teachers he'd had before (in infants).

Half way through the year, how has your child changed and grown since September last year?

- Has matured enormously especially in his approach to learning.
- More emotionally mature at home, more considerate of others. More able to cope with reading and maths activities. More motivated to study, use the blog etc.
- She has more energy for and interest in after school activities. Her application to musical instruments and reading has improved greatly in recent months.
- She is physically growing very fast. Emotionally and socially she is struggling a little. I feel she needs a lot of help to adjust to the demands of being in Year 3. She seems unsettled and anxious about school.
- Children grow and change at different rates so not all changes recently are due to becoming a 'junior' but to him it's important and little things like this change many of their attitudes and views.
- She has grown with taking a little more responsibility at home and going into school on her own most mornings. There is some change in interests and finding some things 'babyish'.
- The increased workload and expectation of pupils seems to be appropriate to the level of maturity and ability of my child and he continues to flourish.
- We feel that he has really settled down and enjoys the meaning of key stage 2. He continues to go to higher groups for literacy and maths and thrives on it.

Did you have any concerns for your child as s/he moved up to 'Juniors'?

- Having grown up in confidence throughout the infants I was concerned he was going to be a small fish in a big pond with regards to the older children.
- Coping with reading & writing more during the school day. Also I was concerned about 'focus' or tiredness / energy levels I guess.
- I was mildly concerned about her reading progress at the end of infants but in the past few months there has been a noticeable acceleration in her reading ability.
- I have discussed my concerns with Mrs Schartz in Year 3. I am concerned that we need to help my daughter to cope with social aspects of school and raise her self-esteem. I feel that because she is in such a large class she may get 'missed' in the crowd.
- I honestly feel that if there was a problem or niggles the teachers would pick it up and make it right.
- She has picked up swear words...and other words (not the correct meaning of it though!) This happened quickly but I understand that this cannot be helped with older children. The transition was smooth. A lot more emotions between friendships.
- I was worried that he can be silly in class and respond not so well to tasks which he is not keen on. But Mrs Peacock & Mrs Schartz have responded brilliantly to his needs.
- None at all.

If so, have these concerns changed or subsided (how?)?

- ...have definitely subsided.
- More able to cope with demanding days. She has more energy. I think this is more to do with her age though.

- n/a
- The concerns I had have got a little worse. Initially I thought I would let her work her way through things.
- Yes, completely.
- Changes in emotions...have been addressed by the teachers as far as I know but still needs watching. Teachers have been a great support.
- Absolutely!
- n/a

### **Any other general comments?**

- I think the combination of teachers in Year 3 works well and they have worked with my daughter previously. I was concerned about the 'setting' of literacy & maths groups, time spent moving around the corridors – this could be time lost and also it exposes the younger children in the school to the oldest – who are by nature older, a bit rougher, more bolshy....concerns about behaviour really.
- Be good to understand how the curriculum changes for them and if the focus of work changes (eg: different targets, focus from learning to read to fluency?) I'm not sure of these changes. For her personally the Maths Makes Sense hasn't worked in every area and it was easier to understand more traditional methods (eg: in borrowing in take away with the funny talk (confusing!) Easier to explain in tens and units for both of us), however other areas such as fractions has worked well.
- I had a lot of anxiety for my child at reception level and Year 1 because he could be disruptive and silly. I am so pleased with the attitude, commitment & perseverance of his current teachers (& last year's teacher) and very proud of my child and his achievements.
- I think the school always shows clearly that it understands about the 'school experience' from the children's point of view and that they really care about getting it right.
- Just that children are so resilient to changes and that parents should allay their concerns as children are often far more ready than the parents realise.

### **Moving to Secondary School**

(Key Stage 2 into Key Stage 3))

You might be having a great time here at Trellech Primary School but eventually it will be time to move on. Most children head to Year 7 at Monmouth Comprehensive School ([CLICK HERE](#) to visit their website) though some children move on to other schools.

At Trellech we do a lot of work with teachers and staff at Monmouth Comp' to make sure that Year 6 pupils are prepared and ready for the move and the changes that they will undergo. Year 7 teachers visit us here in school and teach a number of lessons to the Year 6 class and after this the children will go to The Comp' for lessons in real science labs, maths and English classrooms! In addition we work together to plan transition days. This year all Year 6 children in Monmouth cluster primary schools will be attending a swimming gala and athletics day in May as well as a taster day where they will get to know other children in their form as well as their new form teachers.

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So what did last year's Year 6 think about their move to Year 7 at The Comp'?  
We asked them...

When you think of Trellech Primary School what are the first things that come into your head?

- Great memories
- Peace and quiet
- My old teacher and young friends
- The fantastic school grounds
- Small classrooms
- Good teachers
- The field
- A good primary school
- Fun learning
- Fab teachers
- Gilwern trip
- Playing in the bushes on the field
- Mr Green & the other teachers
- Friendly, fun and educational place
- Playing on green sunny fields
- Feeling like I was part of a big family
- Loving all the little ones in the school

How is life in Year 7 at 'The Comp' different to life in Year 6 at Trellech?

- More freedom
- More adventure
- More responsibility
- Longer time until lunchtime
- Shorter lessons
- Carrying round a big heavy bag all day
- A much bigger school- more room to get lost
- Lots more homework
- Bigger range of teachers
- More lessons
- Less breaks
- A lot larger
- More homework
- Having a timetable and different teachers
- A bigger school with lots more people
- The Comp is a much bigger place
- The teachers are quite strict
- You are put with VERY different children
- Constantly on the go
- Everyone thinks you're 'really sweet' for a while
- You have a timetable

If you could give the Year 6 pupils 3 bits of advice about starting at 'The Comp', what would they be?

- Don't get on the wrong side of the teachers!
- Have fun!
- Take every opportunity
- Arrive at lessons on time
- Only take what you need for the day
- Make new friends
- Try to make new friends and get on with everybody
- Don't push your luck with the teachers!
- Try hard to get homework in on time
- Keep organised, remember books for each lesson
- Remember to do your homework

- Trust the teachers – if you have a problem, tell them
- First impressions count
- TAKE OPPORTUNITIES
- Try your absolute best in everything
- Look after your planner, don't lose it
- Don't talk when your teacher is talking (you'll get a detention)
- Be prepared - get your homework in on time
- Keep all your school books in one place
- Do your homework the night you get it
- Use a locker

Think about how we helped prepare and get you ready for moving to your new school. What was useful? Why?

- Friends who I had at Trellech are now in my form at Comp.
- The Gilwern trip was very useful because I made new friends within the class and it's important to be able to do this.
- Having the Comp. teacher come in to Trellech before we left because this showed us what the teachers expect of us.
- Going on the taster day was a great way of getting used to the school
- Getting some of the teachers to come in and see us made me slightly understand how they do things at the Comp. and how it is different to primary.
- I really felt I was introduced to the school weeks before I actually started there.
- I like the fact that we met our Head of Year and teachers beforehand so that we knew what they were going to be like.
- What else could we do this year for the Year 6 pupils to prepare them for moving to their new school?
- More lessons where people talk about themselves (circle time)
- More homework in Year 6 – we had an almighty shock in Year 7 with homework in September!
- Let them know the timetable before they leave Trellech
- Introduce some homework in Year 6 to be done by a certain date so that it would prepare us
- There should be a day where we (Y7s) can show the Trellech Y6 children around and explain things

Can you think of 3 words that describe your move from Year 6 at Trellech to Year 7 at Monmouth Comprehensive School?

- Confident
- Adventure
- Exciting
- Nerve wracking
- Emotional
- Exciting
- Slightly nervous
- Fun
- Daunting
- Ready