

FAO Headteacher of Primary School

Date: 17 April 2018

Dear Colleague,

## Primary to Secondary Transition 2018

I am writing to remind you of the process and upcoming deadlines for pupils transferring from your Yr 6 to their Year 7 destination school.

### Timetable

Date	Action
On 1 March 2018	School place offers sent to parents and secondary schools/yr 6 destination lists sent to primary schools
Week commencing 16 April 2018	Early Transfer Form (ETF) sent to primary schools You will receive an excel file via S2S containing the pre-populated ETF spreadsheet.
<b>25 May 2018</b>	<b>Haringey primary schools complete ETF spreadsheets and return to LA by S2S</b>
8 June 2018	LA will collect the data, match with Admissions offer information and send the information to secondary schools

#### 1. Downloading the ETF via S2S

Please download from **S2S** the Early Transfer Form (ETF) spreadsheet in the week commencing **16 April 2018**. The ETF has been designed to replace the need to complete individual information forms from secondary schools, which reduces the workload for our schools.

The spreadsheets will be pre-populated with the name of every pupil in your Year 6 along with some of the information you provided about each pupil in the January School Census return.

**You will need to download a generic file via S2S from the DfE Secure website:**

<https://sa.education.gov.uk/idp/Authn/UserPassword>

The file is named: 309LLLL\_309nnnn\_EarlyTransfer.xlsx (where nnnn is your school DfE number)

You will need to download this file and rename to: **309nnnn\_309LLLL\_EarlyTransfer.xlsx**

The ETF spreadsheet is encrypted and password protected. The password is: **\$\$Haringey309**

## 2. Completing the form

Please check the pre-populated yellow highlighted columns to ensure the information is accurate for each pupil. Add or amend details that are incorrect or missing.

12 green columns will require your input. Please let us know the following information:

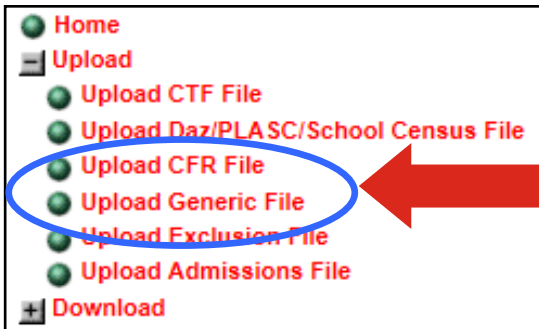
- Reason for school moves where known
- Previously attended a PRU
- Been at high risk of permanent exclusion
- Pupil who has been home schooled (school to record the reason where known)
- Pupil with high learning potential
- Pupil that has needed significant academic support
- Specific interests or talents
- Modern Foreign Language studied (Y6)
- Pupil known to be a young carer
- Other team involvement
- Confidential information – please do not write confirmation information in here
- Pupil requiring ongoing transition support (at least through first term) to ensure the best chance of success (Yes/No)

The final blue column should include a contact name (and number) of service, team or lead professional.

There is no need to complete the teacher assessment results in the blue columns; these **will be populated by the local authority** after submission at the end of June.

### 3. Saving and returning the ETF spreadsheet via S2S

Please ensure that the ETF spreadsheet has been renamed to: **309nnnn\_309LLLL\_EarlyTransfer.xlsx** before sending to the LA via S2S (where nnnn is your school DfE number).



Return the completed file to the LA by uploading as a generic file via S2S. Alternatively, you may wish to upload the file via the Document Exchange, which is also a secure method of exchanging pupil data. Please **do not** email your ETF spreadsheet.

For this process to be effective, it is essential that we receive information from all schools **by no later than 25 May**.

If you think you may have any problems completing the form **by 25 May 2018**, please inform us as soon as possible so that we can work with you to meet this deadline.

#### Haringey secondary schools – transition information

Transition information will be sent to secondary schools in the **week commencing 11 June**. Secondary schools receive new information periodically from 1 March onwards as new offers are made to each school.

- **Secondary schools outside Haringey**  
If secondary schools outside Haringey ask primary schools to complete a form, you can send them details of the relevant children from the spreadsheet.
- **Common Transition Day – secondary schools**  
As previously agreed, transition days will always take place in Haringey on the first Tuesday and Wednesday of July. Therefore, this year, these dates are **3 July and 4 July 2018**.

It is critical that you read the supplementary information on the next page setting out recommendations for ensuring strong transition of vulnerable pupils to Secondary School.

If you have any questions about this letter, please contact us using the contact details below.

Yours sincerely,

#### Haringey School Admissions Service

**School Admissions Service**  
4th Floor, Alexandra House  
10 Station Road, Wood Green  
London N22 7TR

**T** 020 8489 1000  
**E** schooladmissions@haringey.gov.uk

**www.haringey.gov.uk**

## Recommendations for Ensuring Strong Transition of Vulnerable Pupils to Secondary School

Haringey's cross-phase Raising BME Achievement Steering Group has identified a number of best practice recommendations for ensuring strong transition, which should help to sustain or improve vulnerable pupils' attendance, behaviour, engagement and achievement outcomes. Strong transition processes require a significant time commitment on the part of receiving schools. However, such proactive approaches should help reduce the time spent on reactive approaches later:

- Transition meetings between feeder and receiver schools should be used to discuss all pupils vulnerable through the transition process, in addition to those with SEND needs or multi-agency involvement. A pupil might also be considered vulnerable due to:
  - a risk of feeling unsafe (e.g. risk of being bullied or being overwhelmed by the move to a bigger and unfamiliar context).
  - a risk of being excluded, including the potential for a slow and creeping slide towards exclusion
  - a risk of underachievement if existing achievement management and behaviour management approaches aren't maintained in their new school.
  
- There should be SLT oversight and leadership of ETF processes. A member of SLT should be identified as ETF lead whose role will be to:
  - agree, in discussion with feeder schools, the most effective approaches to:
    - engage targeted pupils and their parents
    - manage their behaviour (where appropriate)
    - manage/support their achievement, including identifying any catch-up intervention needs. Samples of the pupil's extended writing should be collected and shared with Head of Year, tutor and teachers
    - engage them in extra-curricular activities and school life
    - support them in feeling safe
  - ensure high expectations in target setting for vulnerable pupils (targets should take account of Early Years and KS1 achievement, not just KS2, to ensure that the target setting process doesn't further widen an achievement gap)
  - disseminate transition information and ensure consistency of staff understanding and approach
  - monitor and support staff compliance (particularly where high expectations might be affected by poor behaviour)
  - organise the interventions needed for catch-up where an achievement gap has emerged or widened
  - ensure early and effective engagement with parents
  - evaluate the effectiveness of transition for each vulnerable pupil including their involvement in school life and extra-curricular provision and the engagement of their parents. Revise approaches accordingly.
  
- There should be a period of ongoing contact with feeder schools to ensure that pupils settle well and are actively involved in school life. Likewise, proactive transition work should continue until leaders are confident that pupils are engaging, behaving and achieving.

Haringey's Raising BME Achievement self-evaluation tool provides additional best practice recommendations that will be useful for the transition process.