

FAO Headteacher of Primary School

Date: 21 April 2020

Dear Colleague,

## Primary to Secondary Transition 2020

I write to remind you of the process and upcoming deadlines for Year 6 pupils transferring to their Year 7 Haringey destination school. This process only involves secondary Haringey schools as some pupils will be transferring to secondary schools outside Haringey.

### Timetable

Date	Action
On 2 March 2020	School place offers sent to parents and secondary schools/Yr. 6 destination lists sent to primary schools
Week commencing 27 April 2020	Early Transfer Form (ETF) sent to primary schools You will receive an excel file via S2S containing the pre-populated ETF spreadsheet.
<b>22 May 2020</b>	<b>Haringey primary schools complete ETF spreadsheets and return to LA by S2S</b>
Week commencing 8 June 2020	LA will start to 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 **27 April 2020**. 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 columns to ensure the information is accurate for each pupil. Add or amend details that are incorrect or missing.

21 green and blue columns 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)
- Reading KS2 TA
- Writing KS2 TA
- Maths KS2 TA
- Grammar Punctuation and Spelling KS2 TA
- Reading KS2 Predictions
- Writing KS2 Predictions
- Maths KS2 Predictions
- Grammar Punctuation and Spelling KS2 Predictions
- Reading Age

The pre-populated yellow columns will also include the Fischer Family Trust 2020 KS2 estimates for each year 6 pupil for Reading, Writing, Maths and GPS. The Fischer Family Trust have a slightly different assessment and will show the expected grade with the highest probability based on similar pupils and the performance of the school over the past 3 years.

KS2 2020 Fischer Family Trust Benchmarked grade (based on KS1 results, context of pupil and 3 years of primary school performance):

B = Below (scaled score of less than 90)

W-, W, W+ = Working Towards (90-93, 94-97, 97-99)

N-, N, N+ = Expected standard (100-103, 104-106, 107-109)

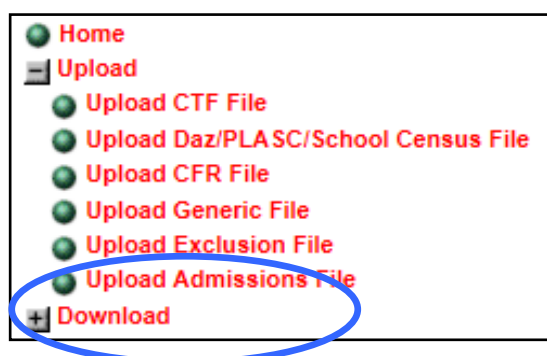
A = Above (110+)

These are only estimates but give a good idea of what was expected of each year 6 pupil.

### 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 LGFL 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 22 May**. If you think you may have any problems completing the form **by 22 May 2020**, please contact [Chi Tsang](#) (tel: 0208 489 2533) 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 8 June**. Secondary schools receive new information periodically from 2 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**  
Transition days have always taken place in Haringey on the first Tuesday and Wednesday of July. We are currently in communication with schools about alternative arrangements amid COVID-19 school closures.

There are a series of virtual meetings being arranged by the Haringey Education Partnership (HEP) to enable greater depth conversations to take place between primary and secondary schools. Primary schools will be asked to share additional information about their most vulnerable pupils at these meetings. Please read the supplementary information regarding this on the next page.

Yours sincerely,  
Education Services

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

Haringey's cross-phase Raising BAME 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.

### **Primary to Secondary information sharing days (Monday 8<sup>th</sup> and Wednesday 10<sup>th</sup> June) – Virtual meetings via Zoom**

There are a series of virtual meetings being arranged by the Haringey Education Partnership (HEP) to enable greater depth conversations to take place between primary and secondary schools. Primary schools will be asked to identify the most vulnerable pupils transferring to secondary schools in order to share additional information not captured by the ETF spreadsheet.

**These meetings will be held virtually via Zoom on [Monday 8<sup>th</sup> and Wednesday 10<sup>th</sup> June 2020](#).**

Please arrange for an appropriate member of staff (SENCO, Child Protection/Safeguarding Officers/other and Heads of Yr. 6 and 7) to participate in these meetings.

You will soon be contacted by [Julia Scannell](#) (HEP School Improvement Partner) with further information about the format of these meetings.

### **Purpose of information sharing days and threshold of vulnerability**

The transition information sharing meetings between feeder (primary) and receiver (secondary) schools will be used to discuss vulnerable pupils 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.

Following these meetings, there should be a period of ongoing contact to ensure that pupils settle well and are actively involved in school life. Proactive transition work should continue until leaders are confident that pupils are engaging, behaving and achieving.