



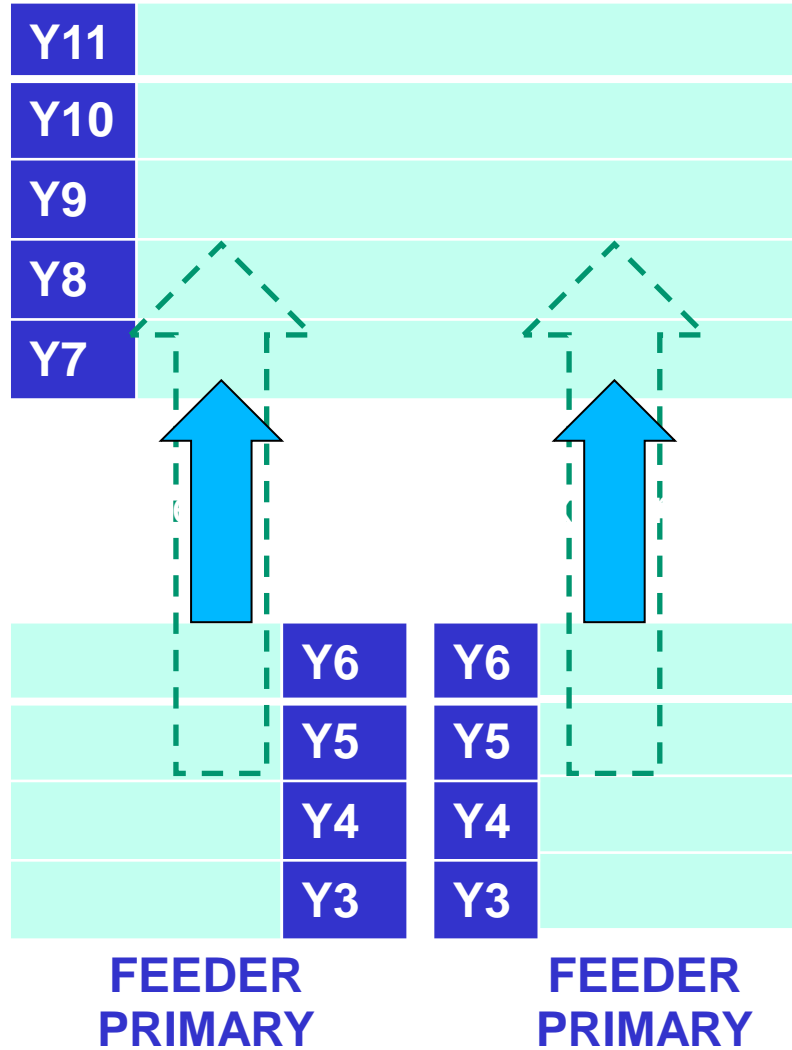
# Transition

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# Aims

- Consider the importance of attending to pupils' emotional wellbeing during periods of transition.
- Share information about a piece of project work we have undertaken, with a focus on developing transition from primary to secondary school.
- Take time to reflect and discuss the important issues as a group.

# SECONDARY



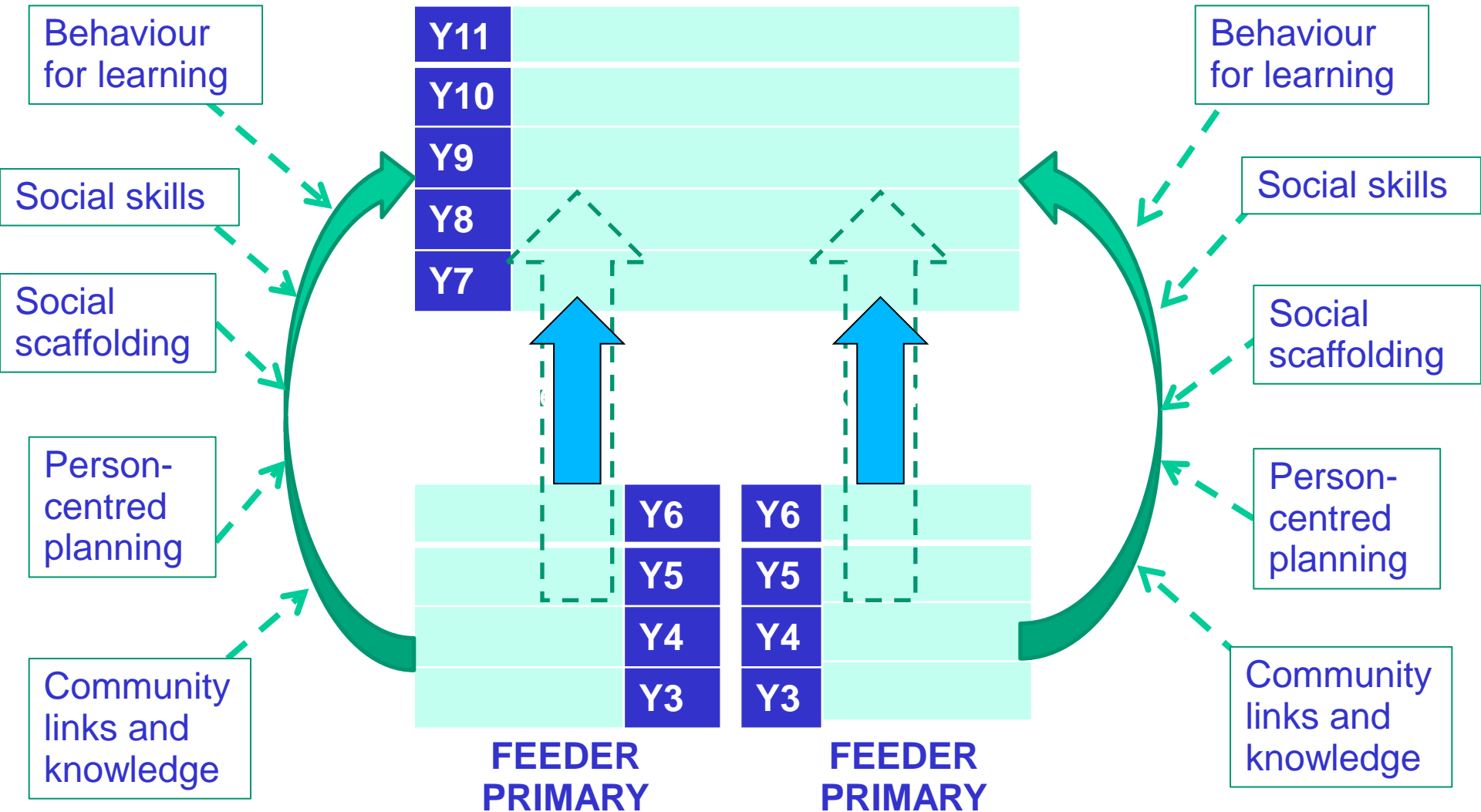
# Challenges of transition

Research considering the period of primary to secondary transition has highlighted:

- Children's academic progress can slow (Galton, Gray & Ruddock, 1999).
- Pupils can become marginalised and disaffected (Humphrey & Ainscow, 2006).
- Children often worry about peer relationships and bullying (Topping, 2011).
- First year of secondary school is critical in development of self-esteem, particularly for lower-attaining pupils (Humphrey, Charlton & Newton, 2004).

- Negative transition experiences can:
  - Accelerate disengagement from school (Anderson et al, 2000).
  - Continue to influence educational and psycho-social outcomes at ages 15 and 18 (West, Sweeting & Young, 2010).
- BUT when managed well, transition can be a positive experience leading to:
  - Increased self-confidence and connection to peers (Zeedyk et al., 2003),
  - Increased opportunities and a sense of progression (Jindal-Snape, 2010),
  - Feelings of excitement (Galton, 2010).

# SECONDARY



# References

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