

Initial Research into Transitions and Progressions within the Primary School.

1.1 What is the definition for progression and transition?

According to NFER (2006: iv) progression can be defined as how the ‘pupils develop academically and personally from year to year and from one key stage to the next in a way which builds on what has already been achieved.’ Transitions are defined as a movement ‘from one context and set of interpersonal relationships to another’ (Jindal-Snape, 2009: 16). During a child’s transition, their progression process can sometimes be stunted. Newman and Blackburn (2002) define transitions as any event of potentially challenging change which a child might experience, such as transitioning from primary to secondary school, bereavement, progressing through developmental stages or leaving care. If a child cannot securely transition through these potentially challenging changes, progression becomes hindered.

1.2 What kinds of transitions do children go through?

During an individual’s lifetime they will make a variety of transitions in their personal lives, at home, in education and at work. Within education, children will make numerous educational transitions from one educational context to another (Jindal-Snape, 2009). These transitions include the move from home to early childhood education, starting school, from year group to year group, mainstream to special unit, special unit to mainstream, changing schools, primary school to secondary school and from secondary school to further education and beyond (Ministry of Education, 2010, cited in Education Review office, 2016; CfE, 2011).

1.3 What are the types of interventions schools use to aid transition and progression?

Within education, schools and teachers implement a number of interventions to aid transition and progression. These interventions include, but are not limited to, pastoral care, English and Mathematics. Examples of these interventions can be found in **Appendix 1**.

School Development Plan

Explain the context: (Evidence / Data)

There are a number of children in KS2 who have been identified in our recent screening for emotional and social needs as demonstrating high levels of internalising behaviours such as social withdrawal, difficulties with peer relationships and early indicators of mental health problems such as stress and anxiety.

Aim:	Objectives:	Timeline:	Stakeholders:	Cost:	Measure / Review:	Success Criteria:
Implement an intervention (Pyramid Club) that builds pupil's self-confidence, self-esteem and resilience. (This intervention will act as a supplement to the Whole School approach to Well-Being)	Children to demonstrate greater school engagement, better emotional self-management and improved peer interaction.	The intervention will take place for an 1 ½ hours on a Tuesday after school over a 10 week period.	Governors Headteacher Class teachers Teaching Assistants Coordinator for Emotional Health and Well-Being Parents / Carers	Initial cost of CPD (approximately £1000). After this initial expense, the club will cost less than £100 to run each week. This will pay for staffing and resources.	Following the implementation of the club we will review its effectiveness against our school development plan. This will be done by rescreening the children to see if there has been any change to their	Children should demonstrate an increase in self-esteem, self-confidence and resilience in the children who attended the club. The children should also display better emotional regulation and be able to build more

			The Child Any other relevant professionals linked to the child.		emotional and mental wellbeing. We will also review how manageable the club is for the long term, how it enhances the whole school approach and whether other interventions will need to be put in place.	positive relationships with adults and peers. And overall, improvements in their school engagement and achievement.
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School Rationale for Chosen Intervention

Seren-Haf Primary School ensures pupils are well-motivated, happy and achieve high standards through an enriched curriculum that includes a whole school approach to promoting well-being using the SEAL programme.

Although the school is excelling in achieving high standards and well-motivated pupils, there are a number of children in KS2 who have been identified through the schools screening of emotional and social needs as experiencing emotional difficulties, which is affecting their ability to focus and engage with their learning. In response to this, the school's Coordinator for Emotional Health and Wellbeing is in the process of implementing a new intervention for the school, known as the Pyramid Club.

Personal Rationale for Chosen Intervention

When researching effective interventions that aid progression, I became interested in approaches involving well-being, more specifically the well-being of children who may be overlooked in the classroom.

It is often the quiet children who slip under the radar, going undetected and unnoticed by teachers. Whilst on Personal Teaching Experience (PTE) I observed this first hand, as there were a handful of students within each class who despite being happy to be in the lesson lacked confidence, which often affected their engagement with class activities, especially when working in large groups or individuals they were not fully acquainted with. Although my PTE placements all promoted a whole school approach to well-being, I found that they were lacking in interventions to support these individuals, these findings were worrying as these children were not fully developing their mental and emotional well-being as they often lacked self-confidence, self-esteem and resilience. In order to ensure these needs are fully met schools need to be implementing Donaldson's new curriculum, specifically focusing on the Health and Well-being Area of Learning and Experience (Donaldson, 2015).

In order for a child to achieve academically they must feel happy and secure. The child's overall happiness and well-being may affect their attainment in school and other aspects of their life, this impact can be seen within The Good Childhood Report (The Children's

Society, 2018). I personally feel more should be done in schools to promote children's well-being, especially children who lack the confidence, self-esteem and resilience to become their better selves. I agree with the Secretary for Education in Wales, Kirsty Williams, that the well-being of our pupils should be at the heart of our education system (Williams, 2016) but also believe that schools should be effectively using interventions to supplement the whole school approach. Individuals who may not be responding as effectively to the whole school approach may need extra support to help build their self-confidence, self-esteem and resilience.

A Critical Evaluation of the Assignment and Module

Throughout the module I was introduced to a variety of interventions designed to bring about effective transitions, which have helped me to identify and define the factors that influence children's transitions from one educational context to another. This relates to the Qualified Teacher Status (QTS) standard S2.4 in which I am able to understand 'how learners' physical, intellectual, linguistic, social, cultural and emotional development can affect their learning' (Education, 2009: 6).

During the process of deciding which intervention to choose for my formal school meeting presentation, I reflected back on my previous Personal Teaching Experiences (PTE). Through my reflection I found that although the schools in my past two PTE placements excelled in promoting a whole school approach to well-being, they lacked in interventions to support individuals who demonstrated low confidence, self-esteem and resilience. This put into motion my research into well-being and what interventions schools can use to promote well-being, especially in regards to raising children and young people's self-confidence, self-esteem and resilience.

Although research shows that a whole school approach is more sustainable in the long term and also has a greater impact on pupils and staff when compared to individual strategies (WAG, 2015), The Children's Society (2018) recommends that the most vulnerable should be prioritised for additional support. With this in mind, I began researching interventions to supplement the whole school approach, one of these interventions was the Pyramid Club.

I found the Pyramid Club to be an effective short term intervention to help build pupils self-confidence, self-esteem and resilience, these short term benefits should then enable the children to better respond to the whole school approach.

During the presentation, I found myself looking down at my script for the majority of the time due to nervousness. I believe if I had rehearsed my script more thoroughly I would have been more confident in my presentation, stuttered less and would have looked more at my audience. If this was a formal school meeting it would not look good on myself to be constantly reading directly from my notes as it may portray to the audience that I lack confidence in the knowledge of the intervention I am trying to promote and therefore make them less inclined to commit as a stakeholder. Overall, I believe I engaged with the module and was able to use the information learnt in lectures to inform my assignment. For my assignment I did struggle as I was unsure of how the file should be laid out, what information needed to be in the file and what research to include. I was concerned about what to include in the main body of the file and what was required in the appendices, because of this confusion I have placed my appendices into the relevant sections of my file where I felt was most appropriate.

If I was to complete this assignment again, I would perhaps reconsider my intervention and include parental engagement, as families have a major impact on a child's well-being (The Children's Society, 2018). I would also change the way in which I presented my intervention. I used a PowerPoint as an aid to explain my intervention but this was displayed on a computer screen and should have been displayed on an interactive white board to make it easier to read. I also believe that had I practiced my script more thoroughly, I could have spoken more promptly without having to look at my notes as much. My presentation may have been more engaging if I had been standing rather than sitting, and this may have displayed more confidence. Another criticism was that I did not use the information packs for Governors and parents/carers within my file for my presentation, these information packs would have been useful for my audience to look through before or after my presentation as it would have provided them with more information.

Moving forward, I have enjoyed the module and assignment as it has provided me with the foundational knowledge and confidence to be able to present my ideas within a formal school meeting. I also feel I have deepened my understanding and knowledge of well-being and how

it can affect children, this information I will take forward and use in my next PTE and future teaching experiences to improve the well-being of my pupils and contribute to the whole school approach.

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