**Checklist**

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| **Action** | **To be actioned by….** | **By when? (Date)** |
| Send out letter to Parents (Term 3) |  |  |
| Introduce Programme to Year 6 pupils (Term 3) |  |  |
| Tighten up on uniform/equipment expectations (stop providing pens etc.) (From term 3)Change terminology to be more ‘Secondary friendly’ (Terms 3-6) |  |  |
| Send ‘tips’ to specific parents, who will require additional time and support with transition (Term 4) |  |  |
| Set up a Question box dedicated to Transition for pupils to detail their anonymous concerns(Term 3) |  |  |
| Arrange for staff to visit Secondary school (Across Terms 3+4) |  |  |
| Pupils to begin to research their designated Secondary school (Term 4) |  |  |
| Introduce use of Red/green questions (Term 4) |  |  |
| Weekly emails to be sent out to parents detailing a tip each week. (Term 5+6) |  |  |
| Baseline survey for parents and pupils (Term 4) |  |  |
| Started to log behaviours and consequences in line with Secondary school (Term 5) |  |  |
| Introduce the ‘Personal project’ (after SATs in Term 5) |  |  |
| Start Transition Booklet (after SATs in Term 5) – We recommend all pupils complete p1-18Other activities should be bespoke to your class |  |  |

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| **During Terms 5 and 6 (after SATs)**Teach pupils to come off playground without adult supervision after breaksTeach pupils to go to assembly without adult supervisionPupils to take bags out to break and return with them!Pupils return to different places or classes after breakRemove drawers and expect pupils to store all equipment in their bagsVery vulnerable pupils to draw up PowerPoint and share with year group (Be a Warrior not a Worrier) |  |  |
| Complete review survey Online questionnaire for parents and pupils to assess impact(Term 6) |  |  |
| **Other Actions** |  |  |
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