



Guidelines for transition nursery/primary/secondary
(following document Ref.: 2015-09-D-41)

Introduction

The transition from the Nursery to the Primary and from the Primary to the Secondary level is of major importance in the school life of the pupils of the European Schools and, in a more general sense, for the system of the European Schools. It does not only involve the issues of transfer and assessment of pupils at the end of Nursery and Primary, but it also implies the educational organization, curricula, teaching aims and methods, and the welfare and guidance of the pupils, especially during their first year in Secondary.

Parties involved in this transition process are first of all the pupils and their parents, but also teachers. Furthermore, cycle coordinators, support specialists, administrative staff, educational counsellors, management and inspectors have each their own responsibility to ensure a smooth transition from one cycle to another.

TRANSITION TO PRIMARY

The transition to the Primary school is an important step for every child. This is the start of the formal education of reading, writing and mathematics. In this new environment the children also formally start to learn a foreign language.

1. Domains

1.1. Pedagogical climate

All the information concerning pupils' social and personal needs is transferred – meeting between the class teachers (support coordinator, school psychologist, deputy-director) in the middle of June. In the first week of the school P1 pupils are welcomed by the P2 pupils in a welcoming ceremony. Pupils' personal files are transferred to their primary class.

1.2. Didactic principles

Teachers exchange their approaches and methodologies in trainings on the Pedagogical days and in section meetings. The organization of common projects (nursery x primary x secondary) is encouraged. For example: in December - Christmas concert, at end of June – nursery pupils visit P1 classes and carry out some activities/games.

1.3. Assessment

Pupils' portfolios and Progression forms are given to P1 class teachers. Pupils' special needs are discussed with the P1 teachers in the middle of June.

1.4. Curriculum

Teachers make sure that they have the updated curriculum for all the learning subjects and they prepare their year/short term planning following this curriculum. The latest curriculum is available on the school server and/or on the server of the European schools

(www.eursc.eu).

1.5. Organization

At the end of June Nursery pupils visit the primary buildings, and they meet their future P1 teacher. In September before the beginning of the school year the meeting between the P1 teacher and the parents takes place. In this meeting the parents are informed on the organization of the lessons, composition of the class, homework, lunches, breaks, etc. The information brochure is available on the school website from June on. Teachers are informed on the composition of the classes in September before the beginning of the school year.

1.6. Administration

The secretariat makes sure that all the relevant information is transferred between the Nursery and Primary cycles (pupils' files, updating School management system). In June the book/material lists are sent to the parents and placed on the school website.

2. Parties

2.1. Pupils

At the end of June Nursery pupils visit the primary buildings, they meet their future P1 teacher and carry out some activities/games. There is an Open doors day for the new pupils organized in the last week of the school. During this visit the new pupils and their parents get acquainted with the school premises and the organization. In the first days in September the pupils, together with their class teachers, go around the school and learn about all the important places. In the first week of the school P1 pupils are welcomed by the P2 pupils in a welcoming ceremony.

2.2. Groups/classes

The class teachers and support coordinators are involved in the attribution of the pupils to the classes. The groups are organized before the end of the school year, possible new pupils enrolled during holidays are attributed to the groups after a deep reflection. There is a policy describing the remixing of the groups/classes in the school.

2.3. Parents

Parents are informed about the organization and activities regarding the transition in a letter in the beginning of June. There is an Open doors day for the new pupils organized in the last week of the school. During this visit the new pupils and their parents get acquainted with the school premises and the organization.

2.4. Teachers involved

There is a meeting between the nursery and P1 class teachers (support coordinator, school psychologist, deputy-director) in the middle of June. Pupils' special needs are also discussed in this meeting. Teachers make sure that they have the latest curriculum at their disposal.

2.5. Administrative staff

The secretariat makes sure that all the relevant information is transferred between the Nursery and Primary (pupils' files, updating School management system). A secretary is present in the teachers' meetings in June, she/he writes the minutes of these meetings.

2.6. (Deputy) Directors

The direction of the school makes sure that the guidelines and policies are in place and correctly followed. In the beginning of June an explanatory letter is sent to the parents.

2.7. Inspectors

If needed, the inspectors are asked for an opinion regarding the policies or the individual pupils' or teachers' matters.

TRANSITION TO SECONDARY

1. Domains

1.1. Pedagogical climate

All the information concerning pupils' social and personal needs is transferred – The representative of the secondary teachers is present in the class councils of P5 classes in June. Pupils' personal files are transferred to their secondary class. Former P5 teachers are invited to the first secondary class council at the end of the first trimester.

1.2. Didactic principles

The organization of common projects (nursery x primary x secondary) is encouraged. In February - school concert, at end of June – each P5 class becomes an S1 for one lesson, taught by a secondary teacher of their language section. In the beginning of June – information session on the first day of school. All the children meet the S1 transition coordinator and the pedagogical advisor. Secondary teachers of the pupils' language sections explain the rules and workings of the school – a short summary is distributed.

1.3. Assessment

Pupils' extracts from the portfolios are given to S1 class teachers. Pupils' special needs are discussed with the secondary support coordinator and psychologist in the middle of June. The representative of the secondary teachers is present in the class councils of P5 classes in June. The secondary support coordinator and/or the secondary deputy director and/or the school psychologist is/are present in the P5 intensive support advisory groups in June.

1.4. Curriculum

Teachers make sure that they have the updated curriculum for all the learning subjects and they prepare their year/short term planning following this curriculum. The latest curriculum is available on the school server and/or on the server of the European schools (www.eurasc.eu).

1.5. Organization

In the beginning of June – information session on the first day of school. All the children meet the S1 transition coordinator and the pedagogical advisor. Secondary teachers of the pupils' language sections explain the rules and workings of the school – a short summary is distributed. In the end of June – explanation of the secondary canteen system, distribution of the lunch cards. The information brochure is available on the school website from June on. Teachers are informed on the composition of the classes in September before the beginning of the school year.

1.6. Administration

The secretariat makes sure that all the relevant information is transferred between the Primary and Secondary cycles (pupils' files, updating School management system). In June the book lists are sent to the parents and placed on the school website.

2. Parties

2.1. Pupils

In the beginning of June – information session on the first day of school. All the children meet the S1 transition coordinator and the pedagogical advisor. Secondary teachers of the pupils' language sections explain the rules and workings of the school – a short summary is distributed. Each P5 class becomes an S1 class for one lesson, taught by a secondary teacher of their language section. At the end of June – five S1 pupils of the same language section visit each P5 class to discuss their own experiences of the transfer process and answer questions. There is an Orientation Game, which is prepared by the secondary transition coordinator. The children practice negotiating their way around the school and finding important locations. In the middle of June a letter about the lockers is distributed.

2.2. Groups/classes

The class teachers and support coordinators are involved in the attribution of the pupils to the classes. The groups are organized before the end of the school year, possible new pupils enrolled during holidays are attributed to the groups after a deep reflection. There is a policy describing the remixing of the groups/classes in the school.

2.3. Parents

Parents are informed about the organization and activities regarding the transition in a letter in the beginning of March. In the end of March there is an information meeting with the deputy director, secondary coordinator and pedagogical advisors.

2.4. Teachers involved

Former P5 teachers are invited to the first secondary class council at the end of the first trimester. Teachers make sure that they have the latest curriculum at their disposal.

2.5. Administrative staff

The secretariat makes sure that all the relevant information is transferred between the Primary and Secondary cycles (pupils' files, updating School management system).

A secretary is present in the teachers' meetings in June, she/he writes the minutes of these meetings.

2.6. (Deputy) Directors

The direction of the school makes sure that the guidelines and policies are in place and correctly followed. In the beginning of June an explanatory letter is sent to the parents.

2.7. Inspectors

If needed, the inspectors are asked for an opinion regarding the policies or the individual pupils' or teachers' matters.