



## Guidelines for Transition of Nursery-Primary-Secondary pupils at the European School Brussels III

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### GLOSSARY

ACRONYM	MEANING
M1, M2	NURSERY 1, NURSERY 2
P1, P2, ETC	PRIMARY 1, PRIMARY 2
S1, S2, ETC	SECONDARY 1, SECONDARY 2
SAG	SUPPORT ADVISORY GROUP
SMS	SCHOOL MANAGEMENT SYSTEM
N/P	NURSERY AND PRIMARY
SWALS	PUPILS WITHOUT A LANGUAGE SECTION
L1	LANGUAGE 1
DDS/DDP	DEPUTY DIRECTOR SECONDARY/PRIMARY
ADDS/ADDP	ASSISTANT DEPUTY DIRECTOR SECONDARY/PRIMARY



## INTRODUCTION

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The transition from Nursery to Primary and from Primary to the Secondary cycle 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 transfer and assessment of pupils at the end of Nursery and Primary, but it also implies the educational organization, curricula, teaching aims and methods, the well-being and guidance of the pupils, especially during their first year in the Secondary cycle.

Parties involved in this transition process are the pupils and their parents/legal representatives, but also teachers and other educators such as SEN assistants. Furthermore, cycle coordinators, support specialists, administrative staff, educational advisors, management, and inspectors all have their own responsibility to ensure a smooth transition from one cycle to another.

Changes in a person's life are met with different emotions: excitement at times, but also possible fear and anxiety. Ensuring a seamless transition for our pupils as they move from one cycle to another is a top-most priority for our school community. The aim of this document is to share information with the whole school community about how we manage transition in our school.

## TRANSITION TO NURSERY

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Starting formal schooling is a big step in every child's life. Most of our pupils would have attended some form of child-care before coming to school and so are used to having a structured programme. Other pupils come to our school from home. Some come from abroad and change country not only school. Whatever the reality, each child has a different experience when entering the EEB3 doors for the first time as such a tender age. Pre-school to nursery transition is also an important process.

EEB3 holds orientation meetings for parents and pupils so that they know the school before they start in September. Parents accompany their child (new pupils only) to class on the first day and normally pupils settle in well and get used to the new system.

## TRANSITION TO PRIMARY

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The transition to primary school is an important step for every pupil. Transition to the Primary Cycle is prepared in cooperation between Nursery and Primary teachers and covers two aspects: preparing the children for the start in Primary and sharing information.

Transition may involve formal and informal meetings, visits, and shared activities, passing on information including the portfolio and the record of the child's development. The holistic approach in Early Education is considered in transition processes which covers a period before and after moving to Primary. Teachers have good knowledge of the Early Education Curriculum and the early years of primary curricula, especially about the mother tongue or the dominant language of the child.

As children have different strengths when they enter primary school, the primary cycle teachers must consider individual differences and adapt their strategies and plans to the real needs of every child. The primary cycle 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 are transferred – meeting between the class teachers (educational support coordinator, section support leaders (in the nursery/primary cycle), school psychologist, Assistant Deputy Director and Deputy Director) in the middle of June. P1 class teachers are encouraged to participate in the M2 class councils in June. In the first week of school P1 pupils are welcomed by the P2 pupils in the welcoming ceremony.

### 1.2. Didactic principles

Organization of the common and collaborative projects Nursery and Primary are encouraged. In the context of transition, the school takes the following domains into account:

- **Pedagogical climate:** transfer of information on pupils' social and personal needs.
- **Didactic principles:** exchange of approaches, methodologies; differentiation and embedding of the key competences.
- **Assessment:** transfer of learning outcomes, such as marks, portfolios, observations, special needs.
- **Curriculum:** alignment of social objectives and learning objectives (linguistic, mathematics, and discovery of the world competences and skills).
- **Organization:** transfer of information of how things are organized in the next cycle, for example homework, lunches, breaks, buildings.
- **Administration:** transfer of relevant information between Nursery and Primary cycle.

For each domain the key activities are listed below in the organization of the transition and on the Easy guide to transition M2 to P1 (see Annex 1).

### 1.3. Assessment

Pupils' extracts from the portfolios are discussed in the meetings held between the nursery and P1 teachers. The nursery portfolios are given to the pupils at the end of the nursery cycle. The use of portfolios is important in relation to transition and can be used as a tool to demonstrate to the next teacher the work and development of the child. Pupils' special needs in educational support are discussed with the educational support coordinator, section support leader (in the nursery/primary cycle) and psychologist in the Preliminary and SAG meetings. The educational support coordinator is present in the M2 support advisory groups at the end of the school year. The future P1 teacher will be informed of all relevant information and decisions.

### 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 the annual harmonized planning and the curriculum. The latest curriculum is available on the [website of the Office of the Secretary General](#)

### 1.5. Organization

M2 teachers provide information about the transition activities during the *Back to School* meeting in September. An easy guide to transitions is available at the end of these guidelines in Annex 1. It proposes a checklist of events and activities throughout the school year. The M2/ P1 transition coordinator organizes the activities for all language sections and ensures the implementation of activities in accordance with the guidelines.

## 1.6. Administration

The nursery/primary secretariat makes sure that all the relevant information is transferred between the Nursery and Primary cycles (pupils' files, updating School Management System (SMS). Book/material lists are sent to the parents/legal representatives and published on the school website.

## 2. Stakeholders

### 2.1. Pupils

The pupils are obviously the main stakeholder in the transition process as it is directly their experience. EEB3 aims at providing pupils with a smooth transition and is committed to evaluation the process each year with the aim of improving where possible. It is very important that pupils are made aware of the importance and consequences of the end of one cycle and the start of the next.

### 2.2. Groups/classes

The class teachers, educational support coordinators and section support leaders (in the N/P) are involved in the attribution of the pupils to the classes. The groups are organized before the end of the school year, and 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 (for further details please [consult this document](#)).

### 2.3. Parents/Legal Representatives

Parents/legal representatives are informed about the organization and activities of the transition at the beginning of the school year. New parents are invited to attend an orientation meeting and tour with their child. A meeting related to subject choice in S1 is held for P5 parents.

### 2.4. Teachers

Former M2 teachers provide smooth coaching during the school year for their pupils' transition to the P1 class.

### 2.5. Administrative staff

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

### 2.6. (Deputy) Directors

The management of the school makes sure that the guidelines and policies are in place and correctly followed. A brochure with important information is sent to all new parents/legal representatives.

### 2.7. Inspectors

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

### 2.8. Transition, Level Coordinators and Educational Advisor

EEB3 has a Transition Coordinator, level coordinators (in this case nursery and P5) and an S1 Educational Advisor who all work together to ensure a smooth transition and the implementation of the transition programme.



### 3. Activities

All the activities proposed are to support transition in the educational atmosphere, in the pedagogical approach, in the principle of assessment, in accordance with the curriculum, to facilitate the access of the next cycle. The Nursery coordinator ensures the implementation of activities in accordance with the guidelines stated above. The timeline of the organization to the next cycle indicates all the areas of the transition, the scheduled actions and the people involved across the M2 school year and the beginning of the P1. See the table below.

### 4. Quality assurance

To keep school guidelines up to date and be able to improve them, it is necessary to evaluate them regularly in a systematic way. The school takes care of monitoring and evaluation of the transition process.

P1 pupils and their parents/legal representatives will complete a satisfaction survey during the first semester of P1 (evaluating their transition from M2 if applicable). The results of the survey will be presented to the Education Council for pedagogical discussion and review of the school's policies if needed.

### 5. Educational Support Programme

For more information about the transition of pupils who form part of the Educational Support Programme at EEB3, details can be found by clicking : <https://www.eeb3.eu/app/uploads/2021/01/EEB3-Educational-Support-Guidelines-Version-EN-Final.pdf>. This document is found on the school website.

## ANNEX 1: Easy guide to the transition M2 to P1 (for parents/legal representatives)

September	<ul style="list-style-type: none"> <li>▶ Parents/legal representatives of M2 pupils: back to school meeting, general information about the transition M2-P1</li> </ul>
January February	<ul style="list-style-type: none"> <li>▶ Pre-class councils, meeting with Deputy Director N/P, educational support coordinator, school psychologist and class teachers</li> <li>▶ Parent meetings, where necessary</li> </ul>
April	<ul style="list-style-type: none"> <li>▶ Collaborative Art activities M2/P1</li> </ul>
May	<ul style="list-style-type: none"> <li>▶ M2 pupils visit the Primary school for a morning</li> </ul>
End of May	<ul style="list-style-type: none"> <li>▶ Class council with Director, educational support coordinator, section support leader, class teacher, support teacher, SWALS teachers</li> <li>▶ SAG meeting for pupils in educational support</li> <li>▶ Future P1 teachers meet their M2 pupils</li> <li>▶ Discussion about portfolios between nursery teacher and P1 teacher</li> </ul>
June	<ul style="list-style-type: none"> <li>▶ M2 pupils visit the primary school</li> <li>▶ Preparation (in Nursery) for farewell performances/activities in each group with parents/legal representatives</li> </ul>
September	<ul style="list-style-type: none"> <li>▶ <b>M2 pupils start as P1 pupils</b></li> <li>▶ Parents/legal representatives' evening for new P1 pupils</li> <li>▶ Welcome Assembly: P2 pupils welcome P1 pupils</li> </ul>
October:	<ul style="list-style-type: none"> <li>▶ Transition meeting with P1 and N teachers to discuss individual pupils</li> </ul>



**Timeline: Organization to the next cycle**

M2 Pupil	OCTOBER	DECEMBER	JANUARY FEBRUARY	MARCH/APRIL	MAI - JUNE			NEW P1
Activities	Meeting	M2 teacher contacts P1 teacher of their section to organize a visit by the P1 teacher to the Nursery class to meet M2 pupils. This would ideally be done anywhere between December and March	Pre -Class Councils	Collaborative Art activities	SAG Meeting	Class council M2	Primary school infrastructure (this could include collaborative games)	WELCOME ASSEMBLY BY P2
Stakeholders	M2 -P1 teachers Transition meeting Individual case	M2/P1 (optional)	Educational team & Educational Support Coordinator and Section Support Leader	M2/P1	Education Support Coordinator M2 Teachers & P1 teachers	Visits between M2 and P1 (question and answer time and also an in-situ class activity)	FAREWELL	P1/P2

## TRANSITION TO SECONDARY

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### 1. Domains

#### 1.1. Pedagogical climate

All the information concerning pupils' social and personal needs is transferred to the secondary cycle. Specific projects are set up to familiarize P5-pupils with the Secondary Cycle and these include visits to the primary of the secondary school pupils involved in the buddy programme (see Annex X for more information about the Buddy Programme in the Secondary Cycle) and visits to the secondary school include an orientation game and other activities.

Regular exchanges of information on classroom rules for social behavior and communication, autonomy of pupils is shared between the pedagogical team. The S1 pedagogical advisor and the Deputy Director for the Secondary visit all P5 classes.

The S1 Educational Advisor is present in the class councils of P5 classes in June. Pupils' personal files are transferred into the secondary cycle. A meeting takes place between the former P5 teachers and the secondary class teachers (L1 and Mathematics) during the second and third weeks of September.

#### 1.2. Didactic principles

Organization of the common projects (nursery, primary and secondary) are encouraged. In the context of transition, the school takes the following domains into account:

- **Pedagogical climate:** transfer of information on pupils' social and personal needs.
- **Didactic principles:** exchange of approaches, methodologies; differentiation and embedding of the key competences.
- **Assessment:** transfer of learning outcomes, such as marks, observations, special needs.
- **Curriculum:** alignment of learning objectives for at least L1, L2 and mathematics.
- **Organization:** transfer of information on how things are organized in the next cycle, for example homework, lunches, breaks, buildings, etc.
- **Administration:** transfer of relevant information between Primary and Secondary cycle.

For each domain the key activities are listed below on the organisation of the transition and on the Easy guide to transition.

#### 1.3. Assessment

Pupils' special needs in educational support are discussed with the secondary educational support coordinator and psychologist in the Preliminary and SAG meetings. The secondary educational 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 the annual harmonized planning and the curriculum. The latest curriculum is available on the office of the OSG <https://www.eurasc.eu/en>



### 1.5. Organization

P5 teachers provide information about the transition activities during the *Back to School* meeting in September. An easy guide to transition is available at the end of these guidelines in Annex 2. It proposes a checklist of events and activities throughout the school year. The P5/ S1 transition coordinator organizes the activities for all language sections. The transition coordinator ensures the implementation of activities in accordance with the guidelines with the help of the P5 level coordinator.

### 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). The book lists are sent to the parents/legal representatives and placed on the school website.

## 2. Stakeholders

### 2.1. Pupils

The pupils are obviously the main stakeholder in the transition process as it is directly their experience. EEB3 aims at providing pupils with a smooth transition and is committed to evaluation the process each year with the aim of improving where possible. It is very important that pupils are made aware of the importance and consequences of the end of one cycle and the start of the next.

### 2.2. Groups/classes

The P5 class teachers and educational support coordinators (of both cycles) are involved in the attribution of the pupils to the classes. The groups are organized before the end of the school year, and possible new pupils enrolled during holidays are attributed to the groups after a deep reflection. There are various criteria that are involved when classes/groups are created.

### 2.3. Parents/legal representatives

Parents/legal representatives are informed about the organization and activities of the transition at the beginning of the school year.

### 2.4 Teachers involved

Former P5 teachers and other staff (eg coordinators) provide smooth coaching during the school year for their pupils' transition to the S1 class.

### 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). The S1 Pedagogical Advisor is present in the P5 Class Council at the end of the school year where minutes are taken.

### 2.6 (Deputy) Directors

The management of the school makes sure that the guidelines and policies are accessible and correctly followed.

### 2.7 Inspectors

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



## 2.8 Transition

The P5 level coordinator, the primary-secondary transition coordinator and the S1 educational adviser work together to coordinate activities as effectively as possible.

The Primary-Secondary transition coordinator proposes activities and ensures that the various activities run smoothly.

## 3. Activities

All the activities proposed are to support transition in the educational atmosphere, in the pedagogical approach, in the principle of assessment, in accordance with the curriculum, to facilitate the access of the next cycle. The transition coordinator ensures the implementation of activities in accordance with the guidelines stated above. The timeline of the organization to the next cycle indicates all the areas of the transition, the scheduled actions and the people involved across the P5 school year school and the beginning of the S1. See the table below.

## 4. Quality assurance

To keep school guidelines up to date and be able to improve them, it is necessary to evaluate them regularly in a systematic way. The school takes care of monitoring and evaluation of the transition process.

The Transition Coordinator and the S1 Pedagogical Advisor will also gather pupil feedback once the pupils move to S1 to gather feedback on how the transition process went and was experienced. This is done through a survey and class representative meetings.

### Timeline: Organization to the next cycle

	P5								NEW S1			
	JANUARY	FEBRUARY	APRIL	MAY - JUNE				SEPTEMBER	SEPTEMBER-OCTOBER			
<b>Activities</b>	Meeting	Survey and class representative meetings are held with S1 pupils to gather feedback on transition experience	P5 pupils prepare questions for S1 pupils	1) Visit of S1 pupils in P5 classes to answer P5 questions.	SAG Educational support meetings	Class Council P5	Visit of the P5 pupils (small groups) in S1 classes to attend a lesson (1 period)	Visit in P5 classes from the Deputy Director Secondary and the S1 Educational advisor	Tour of the secondary cycle for P5 pupils: Orientation game /Library/ Canteen	Transition Meeting	Meeting/ visit of school for the S1 <i>new</i> parents / pupils (Phase 2 enrolments)	Team Building S1
				2) Buddy project		Primary Education Council			Farewell for P5 pupils			
								Meeting / Visit of school for the S1 new parents/P5pupils (Phase1 enrolments)			Tour of school of all S1 parents	
<b>Stakeholders</b>	P5 Parents/legal representatives/ S1-S4 Coordinator	S1 pupils/S1 Educational advisor	P5 pupils	1) S1/P5 pupils	Educational Support Coordinator Primary/Section Support Leader / Educational Support Coordinator Secondary	DDS and ADDS together with the S1 educational advisor / P5 Teachers	P5 pupils / S1 pupils/ S1 teachers	DDS and the S1 Educational advisor	P5 pupils/S1 pupils / P5 teachers / S1 Educational advisor/ librarian / Canteen staff	L1/MATH/ Class teachers of S1 / Former P5 teachers	New S1 pupils/ Parents/ S1 Educational advisor / School management	New S1 pupils S1 teachers S1 Educational Advisor Transition coordinator
				2) S5-S6/P5 pupils					DDS			

## ANNEX 2: Easy guide to the transition P5 to S1 (for parents/legal representatives)

January	<ul style="list-style-type: none"> <li>▶ Parents/legal representatives of P5 students: meeting organized by the S1-S4 coordinator about lower secondary.</li> </ul>
February	<ul style="list-style-type: none"> <li>▶ Survey and Class Representative Meetings with S1 pupils to gather feedback on transition experience.</li> </ul>
April	<ul style="list-style-type: none"> <li>▶ P5 pupils prepare questions for S1 pupils.</li> </ul>
May	<ul style="list-style-type: none"> <li>▶ Visit of S1 pupils in P5 classes to answer P5 questions.</li> <li>▶ Beginning of the integration process in the secondary cycle: patronage (Buddy project) of a future S1 pupil by a S5-S6 pupil.</li> <li>▶ SAG Educational support meetings with Educational Support Coordinator primary/secondary and the Section Support Leader.</li> </ul>
End of May-June	<ul style="list-style-type: none"> <li>▶ Class council P5 with DDS and ADDS/S1 educational advisor/P5 teachers.</li> <li>▶ Primary Education council with DDS and ADDS/S1 educational advisor/P5 teachers.</li> <li>▶ Visit of the P5 pupils (small groups) in S1 classes to attend a lesson (1 period).</li> <li>▶ Visit in P5 classes from the DDS and the S1 Educational advisor.</li> <li>▶ Tour of the Secondary cycle for P5 pupils: orientation game/Library/Canteen.</li> <li>▶ Farewell for P5 pupils.</li> <li>▶ Meeting/Visit of school for the S1 new parents/P5 pupils (Phase 1 enrolments)</li> </ul>
September (new S1)	<ul style="list-style-type: none"> <li>▶ Transition meeting between S1 teachers and former P5 teachers.</li> <li>▶ Meeting/visit of school for the S1 new parents/pupils (Phase 2 enrolments)</li> <li>▶ Tour of school of all S1 parents.</li> </ul>
September/October (new S1)	<ul style="list-style-type: none"> <li>▶ Team building for S1 pupils.</li> </ul>



### **ANNEX 3: Buddy Programme in the Secondary Cycle**

EEB3 has a Buddy Programme in the Secondary Cycle whereby secondary pupils volunteer to work with pupils who are younger than them to settle well in the school. The *Buddies* are also involved in the Transition Programme.

The process starts with S6 Pupils visiting S5 pupils to introduce the Buddy programme. Pupils who are interested can send in a motivation letter.

In the beginning of May, we have a first training session to prepare for the visit to the primary P5 classes. The *Buddies* prepare a short activity for the pupils to introduce themselves and the programme.

In the beginning of September, the *Buddies* will revisit the classes of S1 (same pupils as in P5). Two more training sessions are held during September and October. The *Buddies* also participate in the teambuilding day for S1.

Every week the *Buddies* have a short check-up with the pupils during lunch break. Every couple of weeks, the teachers in charge of the programme host feedback moments.