STARS

School Transition & Adjustment Research Study

Please complete one of these for your year six class.

| | |
|---|---|
| **Teacher name** | |
| **School name** | |
| **Class name** | |

## Primary School Transition Strategies

Next to each item please indicate whether you used each strategy to prepare all year 6 pupils in your class for the transition to secondary school and how helpful you think that each strategies is/would be in preparing pupils for the move to secondary school.

| | Did you use this strategy? | | | How helpful do you consider each strategy is/would be in preparing pupils for the move to secondary school? | | | | |
|---|---|---|---|---|---|---|---|---|
| | No | Yes, a little | Yes, a lot | Not at all | Very little | Some what | Quite a bit | Very much |
| 1. Visit(s) to secondary school(s) *(With primary school staff in school time)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 2. PSHCE programmes tailored towards transition issues *(e.g. teaching key skills such as using timetables)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 3. Class discussions about transition issues/worries *(e.g. during discussion time at the start/end of the day)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 4. An increase in homework in year 6 *(Reflecting secondary school homework demands)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 5. Changes to year 6 timetables to reflect secondary school timetables *(e.g. multiple subject specific teachers.)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 6. Additional responsibilities given to pupils in year 6 *(e.g. monitor duties)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 7. Assemblies for year 6 pupils about the secondary move *(e.g. addressing pupils' concerns about transition)* | 0 | 1 | 2 | 0 | 1 | 2 | 3 | 4 |

Please list any other interventions used that were not outlined above and indicate how helpful that you think they are in preparing pupils for the move to secondary school.

| | How often did you use this strategy? | | How helpful is each strategy in preparing pupils for the move to secondary school? | | | | |
|---|---|---|---|---|---|---|---|
| | A little | A lot | Not at all | Very little | Some what | Quite a bit | Very much |
| 1 ..... ..... | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 2 ..... ..... | 1 | 2 | 0 | 1 | 2 | 3 | 4 |
| 3 ..... ..... | 1 | 2 | 0 | 1 | 2 | 3 | 4 |