

# MANAGEMENT INFORMATION

<b>SUBJECT:</b>	<b>Dfee Requirements and Norfolk Procedures for Transfer of Pupil Information 2000</b>	
<b>WORKING TITLE:</b>	<b>LEA guidance relating to DfEE requirements and Norfolk Procedures for Transfer of Pupil Information 2000</b>	
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<b>DATE EFFECTIVE:</b>	<b>Immediate</b>	
<b>DISTRIBUTION:</b>	<b>Headteachers of all Norfolk LEA Schools</b> <b>Dr. Bryan Slater - DoE</b> <b>Fred Corbett</b> <b>Chris Beek</b> <b>Malcolm Reeve</b>	<b>FORMAT Letter + Attachment</b>

<b>SUMMARY:</b> <b>Details of requirements for transfer of pupil information 2000</b>	
<b>ACTION REQUIRED:</b> <b>As detailed in the attached letter.</b>	
<b>DATE DOCUMENT OBSOLETE</b>	
<b>ASSOCIATED DOCUMENTS:</b> <b>QCA Publications <i>Assessment and Reporting Arrangements 2000 at Key Stages 1, 2 and 3.</i></b>	
<b>RELEVANT ASPECT OF EDUCATION DEVELOPMENT PLAN OR OFSTED LEA ACTION PLAN:</b>	
<b>CONTACT: Sue Cosson</b>	<b>TEL: (01603) 433276</b>

To Headteachers of all Norfolk LEA schools  
Cc.Chairs of Governors of all Norfolk LEA schools

Dear Headteacher,

**LEA guidance relating to DfEE Requirements and Norfolk Procedures for Transfer of pupil information 2000**

I am writing to draw your attention to the changes in statutory requirements for the transfer of information about pupils when they change schools. The new requirements are detailed in the QCA Publications *Assessment and Reporting Arrangements 2000 at Key Stages 1, 2 and 3*. In summary, from March 2000 the DfEE will require schools to pass on National Curriculum Assessment and other information about transferring pupils in a standardised format. This can be done electronically, provided that the form can be printed in the required form.

In the long term, it can only be beneficial that there is a basic minimum amount of information transferred in the same format for every pupil in the country. In the short term, however, this change to statutory requirements has a number of implications for Norfolk LEA's recommendations on transfer and for schools and clusters which have agreed their own formats for the transfer of information.

The LEA's **Principles** for the Transfer of Information (circulated to all schools for discussion in March 1999 and a copy attached) are unaffected. The county **procedures** that have been agreed for previous years, will, however, require some amendments. These are now as follows:

**1. Information to be transferred about individual pupils' achievements (for each child)**

- The DfEE statutory transfer form (statutory requirement) (see below)
- A copy of the end of year report (statutory requirement)
- SEN information (where relevant) (LEA recommended good practice)

**2. Information to be transferred about the curriculum (for the class/year group) (LEA recommended good practice)**

- Curriculum Information Sheets provide one sheet for each subject, in order to inform coordinators/heads of department of the range of experiences the pupils have had so that these can be taken into account when planning work for the pupils and when reviewing schemes of work

**3. Timescales**

The deadlines for the receipt of information by receiving schools, which were agreed last year, are unchanged for 2000. They are detailed on the attached sheet and are the latest dates possible for planning purposes. Some clusters will have agreed earlier dates to aid planning in the receiving school(s). This practice is encouraged.

## **Norfolk Principles for a Policy on the Transfer of Information**

The Norfolk Curriculum Policy Statement states as one of its guiding principles that “The experience of education should be continuous and coherent for every pupil as he or she progresses.” The times when this is most difficult to ensure are when pupils transfer from one school to another. The effective management of the transition of pupils from one school to another is a key responsibility of schools and the LEA. It is for this reason that the LEA has agreed procedures on the transfer of curriculum information between schools and provides the relevant documentation to all LEA schools, based on the following principles:

- Children and young people can expect that their school is keeping records of their progress on a day to day, week to week and year to year basis.
- Teachers can expect that the work they have done with a pupil is properly built upon in subsequent years and that assessment informs future learning.
- Managers and Governors can reasonably expect that key information on pupils’ progress is kept and communicated to subsequent teachers and can be used to identify the value being added to a pupil’s achievement.
- Parents can reasonably expect that the school system keeps track of their child’s needs, progress and achievements.
- LEAs can reasonably expect schools to keep good records of pupil achievement and progress without unnecessary bureaucracy.
- Teachers manage the day to day, week to week transfer of information to support continuity and progression within their class. Schools manage the year to year transfer of information to support continuity and progression for each pupil during their time in the school.
- The LEA has a responsibility to support continuity and progression where possible discontinuity can occur. The main point at which this can happen is transfer from key stage to key stage and especially when there is transfer to another school.
- It is to support this process and avoid the need for different schools to develop different solutions that the LEA approach to the transfer of information has been developed.

## **Currently agreed procedures for the transfer of information between schools**

The LEA provides relevant documentation to all LEA schools. The purpose of the documents is to provide basic, essential information for transfer in order to meet statutory requirements and to support continuity of learning for pupils when they transfer between schools. The documents are reviewed and amended, where appropriate, each year.

### **Contents of the documents pack**

The pack includes formats for transferring curriculum information to the next school about:

- individual pupils’ achievements (reports)

## **Transfer of Information Timetable 2000**

### **Nursery to Infant/First School**

#### **By 7 July 2000**

- Curriculum information
- SEN information
- Information about individual pupils

### **Infant to Junior School**

#### **By 7 July 2000**

- *End of Key Stage 1 results, Tasks/Tests and Teacher Assessment (statutory format is now KS1 DfEE Transfer form)*
- Curriculum information per class or year group
- Copy of parental report
- SEN information for individual pupils: Special Needs Action Records, Statements of SEN and Individual Education Plans

### **First to Middle/Junior**

#### **By 7 July 2000**

- *End of Key Stage 1 results and latest Teacher Assessments in core subjects (statutory format is now KS2 DfEE Transfer form)*
- Curriculum information per class or year group
- Copy of parental report
- SEN information for individual pupils: Special Needs Action Records, Statements of SEN and Individual Education Plans

*NB Items in italics are a statutory requirement*

### **Year 6 to High School**

#### **Pack 1 – by 26 th May 2000**

- Curriculum information per class or year group
- SEN alert – brief information about pupils on SEN register

#### **Pack 2 - by 7 July 2000**

- *End of Key Stage 1 and 2 results , Tests and Teacher Assessment (statutory format is now KS2 DfEE Transfer form)*
- Copy of parental report
- SEN information for individual pupils: Special Needs Action Records, Statements of SEN and Individual Education Plans

### **Year 7 to High School**

#### **Pack 1 – by 9 June 2000**

- *End of Key Stage 1 and 2 results and latest Teacher Assessments in core subjects (statutory format is now KS3 DfEE Transfer form)*
- Curriculum information per class or year group
- SEN alert – brief information about pupils on SEN register

#### **Pack 2 - by 7 July 2000**

- Copy of parental report
- SEN information for individual pupils: Special Needs Action Records, Statements of SEN and Individual Education Plans

*NB Items in italics are a statutory requirement*

- coverage of each subject by the transferring class or year group

*Feeder schools are asked to complete the following information:*

- ***SEN Information about individual pupils***

This is needed so that the receiving school can plan support for new pupils. An SEN alert sheet with brief pupil details is sent initially and followed by more detailed information, ie Special Needs Action Records, Statements of SEN and individual education plans

- ***End of key stage assessment results***

Transfer of National Curriculum assessment results (Tasks/Tests and Teacher Assessment) is a statutory requirement. They are needed to inform teachers of expectations of pupils and to assist in monitoring pupil progress and ascertaining value added. **From March 2000 the DfEE has introduced a common transfer form for England as a statutory requirement (please see letter for options available to schools/clusters).** This statutory change has necessitated some alterations to the recommended LEA procedures as Task/test results and latest teacher assessments now have to be transferred using the DfEE format. In the case of pupils transferring at the end of Year 3 or Year 7, it should include the teacher's most recent assessment of the pupil's progress in each attainment target of the core subjects of the National Curriculum, i.e. English, mathematics and science. This should be given as a National Curriculum level and may be modified by "+" or "-", to give a more precise indication of progress.

- ***A copy of each pupil's end of year report***

This is to give important back up information on the recent progress of pupils.

- ***Curriculum information sheets***

One sheet for each subject is completed for the class/year group. This is to inform Coordinators/Heads of Department of the range of experiences the pupils have had, so that these can be taken into account when planning work for the pupils and when reviewing schemes of work.

**Expectations of Feeder Schools** are that the appropriate documentation will be completed and forwards to the Receiving School by the given deadline.

**Expectations of Receiving Schools** are that the documentation will be processed and given to and used by the relevant members of staff.

**Timetable:**

The deadlines for receipt of information by the receiving school were agreed by the Transfer Working Group in the Autumn term of 1998 and adjusted for the current academic year. They are the latest dates possible for planning purposes. Some clusters agree earlier dates to facilitate planning cycles in the receiving school(s). The LEA fully supports this practice. A timetable is attached.

## **A revised Reporting and Transfer Information pack will be sent to schools in March.**

Many clusters have agreed further arrangements that reflect local needs and enhance the minimum, the LEA fully supports these. Clusters will need to consider how the DfEE requirements will be met.

There are a number of ways in which the DfEE required information about individual pupils might be transferred:

1. A blank paper copy of the form can be completed for every child. Blank forms are available from the DfEE who will be issuing details and further guidance in April. The DfEE's intention is that a paper copy of the form is completed for each pupil by the feeder school and sent to the receiving high school.
2. The Phoenix Gold software can be used to print out copies of the form which will be over printed with the pupil's name etc. The forms will then need to have assessment data added manually.
3. If feeder schools have entered the assessment data onto the Phoenix system, the forms can be printed and forwarded without further amendment.
4. The Phoenix Gold software can be used to input the data required and then sent on disc to the receiving schools, using the module to be released at the beginning of the summer term. If required, a facsimile of the DfEE Transfer Form could be printed.

As you know, all schools are soon to receive the Phoenix Gold software management system. The installation is expected to be completed at the beginning of June. It will then be possible to input the data to the Phoenix Gold module and transfer the information on disc. Instructions will be sent to schools by Phoenix on how to input and access the data.

5. Bearing in mind the issues involved in completing a paper copy for each pupil and then distributing the information to relevant staff in high schools, the LEA has suggested to the DfEE that, as an interim measure for 2000 only, schools not able to use Phoenix Gold might transfer the data on a disc using a spreadsheet or similar, which incorporates all the headings included on the DfEE form. Thus, a paper version need only be completed if a pupil transferred to another school, other than at usual age of transfer or to another LEA.

However, the DfEE advises that this would not fully comply with statutory requirements and regards Options 1 to 4 as the only acceptable options. This has a number of implications for both feeder and receiving schools.

It is expected that the LEA systems for the electronic transfer of data, using Phoenix Gold will be fully in place for all schools by summer 2001.

The DfEE will be issuing further guidance in April. If you have queries about the new requirements and their implementation, the contact name and number at the DfEE is [Brenda Gunter or Grainne McQuillan \(0171 925 5179\)](#)\_\_\_\_\_

I hope this helps you follow the DfEE documents and enables you to plan for the transfer of information effectively, if you have any other queries about developing your procedures for the transfer of information please contact Sue Cosson on [01603 433276](#).\_\_\_\_\_

Yours sincerely

Bryan Slater (Director of Education)



