**2.6 Transitions**

**Themes:**

* Quality of support for children and their families / Arrangements to support learners and their families
* Collaborative planning and delivery
* Continuity and progression in learning

**Level 5 Summary:**

* The need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children move through different rooms or stages of learning. (HGIOELC)
* The need for children and young people to be well supported as they move into school, through school and beyond

school. (HGIOS4)

* Effective communication and partnership working supports successful transition arrangements. (HGIOELC)
* Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. (HGIOS4)
* Very good processes for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning. (HGIOELC)
* That continuity is crucial to maximising children and young people’s successes and ensuring the most appropriate post-school destination. (HGIOS4)

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| **Highly effective practice** | **Data** | **Observation** | **Views** | **What’s working well?**  **What evidence do you have of positive impact on learners?** | **How do you know?**  **What are your improvement priorities in this area?** |
| Clear, shared processes are in place for the exchange of relevant information about children’s care and support needs, skills, learning and achievements across the curriculum.  (HGIOELC) |  |  |  |  |  |
| There are clear, shared processes in place for the  transfer of information about all children and young people’s learning and achievements across the curriculum. |  |  |  |  |  |
| Objective evaluations that seek and respond to the views of parents/carers, children and partners are used to develop and improve transition arrangements and programmes  (HGIOELC) |  |  |  |  |  |
| Children, young people and their parents and carers are actively involved in planning transitions.. |  |  |  |  |  |
| Information about children’s learning, and achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children.  (HGIOELC) |  |  |  |  |  |
| Information about children and young people’s learning and achievements is used effectively to ensure continuity in learning across the curriculum  for all children and young people. |  |  |  |  |  |
| **How would you evaluate this QI using the HGIOS4?**  **How would you evaluate this QI using HGIOELC ?** | | | | |  |