

# Successful Transition at Key Stages 4 and 5 – What lessons can be learned from primary school activities?



# Overview of ASDAN

- Bristol-based educational charity providing courses to thousands of UK and international centres
- Awarding organisation for qualifications approved by all awarding authorities in the UK
- Recognised by UCAS
- History of working with AimHigher projects
- Strategic partners of NEON and FEA
- Assessors are actively engaged in moderation process
- Sharing of good practice and ideas through local networks
- Tutors actively engaged in curriculum development



# Support for the importance of personal development

**The First Steps report (CBI 2013)** called for a “more rounded and grounded” education system. “Personal behaviours and attributes (character) play a critical roles in personal effectiveness.”

**The 2013 CBI/Pearson Education and Skills Survey** identified communication skills and self-management as among employers’ top priorities from schools.

**The 2014 British Chambers of Commerce Skills and Employment manifesto (BCC 2014)** calls for intensified efforts from schools to help pupils develop “soft employability skills”.





# The Progression Trust

the national ear, mind and voice for progression

Whole person, whole journey  
progression.

(The Progression Trust 2015)



# From Participation to Progression

- The effects of disadvantage are felt at every stage of the life-course.
- The impact of this disadvantage is cumulative, as gatekeeper effects at each stage narrow future possibilities.
- We must move from participation to progression, so that individuals move through each transition 'ready to thrive'.

(The Progression Trust 2015)



# Progression skills... are key

- Ability matters to employment, earnings, education, crime and health;
- Abilities are multiple: non-cognitive abilities have direct affects on employment, earnings, education, crime and health;
- Gaps open up between different socio-economic groups very early;
- Early investment delivers higher returns than investment in adolescent years, but the impact is lessened if not followed up;
- Personality skills are malleable through adolescence and early adulthood;
- Socio-emotional (non-cognitive) skills foster cognitive skills.

‘The most effective adolescent interventions target the formation of personality, socio-emotional, and character skills’

(Heckman and Mosso, 2014)



# The Progression Equation (whole person)

Aspiration+ Awareness + Attainment =  
Progression



(The Progression Trust 2015)

# Awareness...

Empowering understanding about me, my journey and my world

Strengths	I know my strengths and can make the most of them
Possibilities	I actively investigate new possibilities
Challenges	I understand the challenges I face
Routes	I understand my options and the routes to my goals
Information	I know where to find the information I need
Support	I know what help I need and where to find it

(The Progression Trust 2015)



# Attainment...

Underpinning skills and abilities that help me learn, grow and progress on my journey

Planning	I plan, do and review... then plan again
Communication	I express myself clearly in appropriate ways
Self-improvement	I reflect on my growth and develop myself
Application	I engage in, direct and apply my own learning
Collaboration	I work flexibly with others, and we do better together
Problem-solving	I use many approaches to create ideas and solutions

( The Progression Trust 2015)



# Aspiration...

Enabling beliefs, attitudes and characteristics affecting me and my journey

Self-worth	I know I am valuable, I value myself
Self-efficacy	I believe I can succeed and achieve my goals
Self-control	I can manage my emotions and control my reactions
Purpose	I enjoy exploring and developing my ambitions for my life
Resilience	I bounce back from set-backs... stronger
Determination	I work hard and persevere over the long-term

( The Progression Trust 2015)



# Progression for transition – findings so far

- In baseline data Aspiration and Awareness questions consistently ranked higher than Attainment and self-esteem.
- The mean scores for learners...(FSM) were generally lower than those not receiving FSM.
- This suggests that the skills and attributes that the project is focussed on developing are linked to areas of disadvantage.

# Progression for transition – findings so far

- So providing support in these areas will support efforts to close the gap between the most disadvantaged learners and their peers.

Further quantitative and qualitative evaluations to be carried out at the end of Year 6 and the start of Year 7

# Progression for transition – findings so far

- *“I felt relieved that it had had the desired effect. Then I felt really proud for (the learners) – and overwhelmed by their reactions to it.”*
- *“What was special was the **quality of the conversations with the children** – I was able to guide them and help them identify options – different ways of getting where they wanted to go if their first plan failed.”*

# Are there transition issues from Y11 to Y12?

6th form tutors tell us that entrants are not ready to be independent learners.....

*“They don’t manage their time...”*

*“They only do what you tell them to...”*

What instances of unpreparedness for advanced study do you see?

# Proposed New Project:

## Learner Progression support KS4-5

*\* Establish a similar Key Stage 4-5 curriculum project to build on Key Stage 2-3 PHF successes.*

- Work with HEI partners to involve 4-8 secondary schools in NCOP /HEP region.*
- Translate the progression formula into KS4-5 curriculum 'challenges' using selected HEIs outreach activities with schools as basis.*
- Help in this way to embed more WP activity into classroom curriculum*
- HEIs contribute as partners with NEON in innovative research on the question : what do learners need to progress and thrive throughout the life cycle **and** in evaluating project impact*



# Proposed New Project:

## Learner Progression support KS4-5

### **Indicative Costings:**

Current PHF project (key Stage 2-3) funding £147K working with four schools.

For proposed Key Stage 4-5 new project to work with circa four-six schools:

- Approx 38 – 42 days staffing input over 18 months to support teachers/ learners in development and trialling of curriculum challenge activities
- Approx 20-24 days staffing input over 18 months to conduct qualitative and quantitative evaluation
- Overall, Circa £45k-£50K to work with each participating HEI with 4-6 schools



# For Further Information:

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