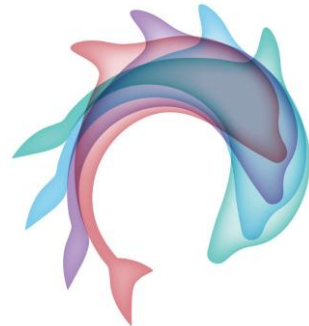




# Making the most of transition Parent workshop 2015

2<sup>nd</sup> July 2015

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& Katie Wood



# Key issues?



**What are the differences between Primary and Secondary school?**

**What do you think students are most worried about?**

**Which of these is parents' angst?**

**What are students most looking forward to?**

# What are students' top 10 worries about starting school?

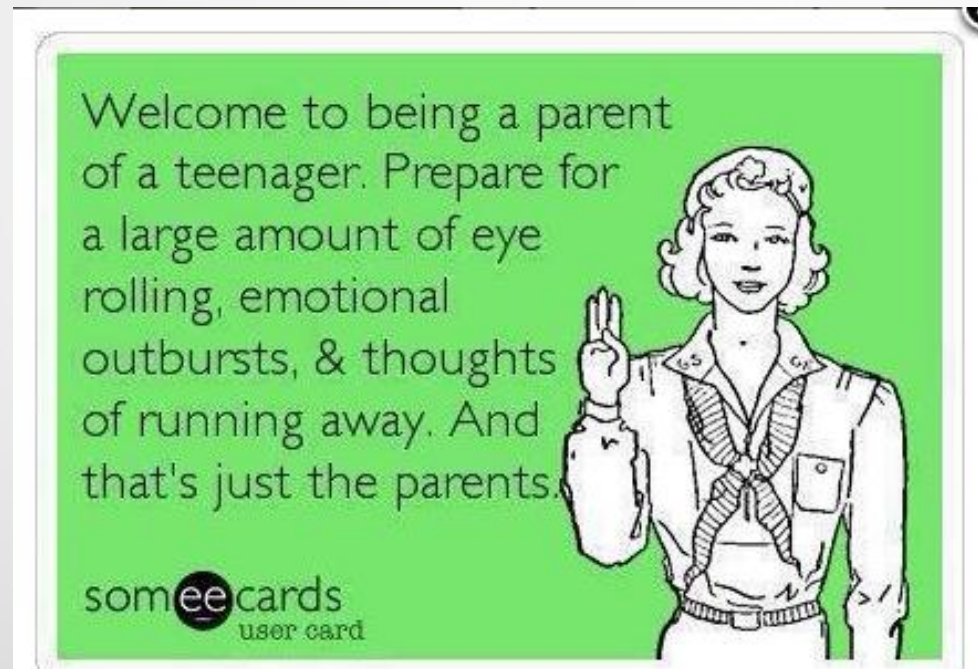
- Being bullied
- Not making friends
- Getting lost
- Homework
- Not being able to do the work
- Getting to school and back
- Not having the right books and equipment
- Not knowing what to do if there's a problem
- Not getting on with teachers
- Getting into trouble

# What has been the transition process so far?

- School visits & a small schools day
- Tutor groups formulated
- Taster day - 3rd July
- Year 6 & Year 7 staff collaboration in subject areas
- First day of term

# “Teenagers!”

## How can we prepare for them as parents?



<https://www.youtube.com/watch?v=dLuEY6jN6gY>

# What does adolescence look like?

## Task

On the sheets provided, in your groups, could you jot down the types of behaviours we expect to see from teenagers (stereotypically)

**Girls**

**Boys**

**All Teenagers**

# What does Psychology say?

## Factors contributing to adolescent behaviour

- Controlling impulses
- Inhibiting inappropriate behaviour
- Imitating appropriate behaviour
- Altering behaviour to suit circumstance
- Forming strategies and planning behaviour
- High levels of sensitivity to feedback (reward or punishment)

# Adolescence?

Research shows us .....

1. There is an evidence base for the 'storm-and-stress' effect (typical teenage behaviour)
2. There is a rise in depressive behaviours, eating disorders, crime etc
3. There is much discussion as to whether 'teenage behaviour' is real - and there is no conclusion. However, there is agreement that it is widely modelled for teenagers and therefore inevitable for the majority.

But .....this significant emotional maladjustment is **NOT** the norm



# Changes?

In the next few months, your child faces many changes. This will inevitably change them a little! It is worth remembering that in their eyes, they are being observed (and judged) by four separate groups.

- 1. Parents**
- 2. Teachers**
- 3. Peers**
- 4. Themselves**

# Changes at School

## Within the school setting

- The organisation of the class
- The curriculum
- Assessment
- Their position within the school

**The implications for their learning** - in most Western countries, there is a decline in intrinsic motivation between 9 and 14 years. In a nutshell, the **learning for curiosity** shifts to **learning for performance**.

# Changes in Friendships

## 0 - 8 years

Friendships are based on play. Children see peers as help-givers and companions. They have the 'Superman/Wonder Woman' mentality - I can reach the moon .....

## 8 - 14 years

The main drive of friendships is **Group Acceptance**. They have learnt that their peers (and everyone else for that matter) has an evaluative role. This forces them to make comparisons - I can't run as fast, I am cleverer than .....

## 8 - 14 years continued .....

Due to the onset of puberty, societal pressures etc. the emphasis shifts to physical appearance. Young people become aware of image and are self-conscious of theirs and others' (parents?) image.

They also begin to want deeper relationships. They share secrets, put their trust in people and make deeper connections. However, they need to pick the correct people because an error - a leaked secret - is in their eyes, social suicide. Facebook et al?

# To sum up....

**“While general fears decrease with age, social-evaluative fears increase with age.”**

**Westernberg et al 2004**



With all this going on for our  
students .....

**How can parents help?**

# Varndean's teenage tips!

- Create a support network of other parents/friends
- Get a phone and get texting!
- Well informed - school
- Set and enforce clear boundaries, with consequences
- Praise them!
- Involve them in whole family activities - make sure they don't isolate themselves
- Keep computers / televisions etc. in family areas
- Don't expect them to be the same as you were - they are/think they are growing up
- Welcome their friends - and get to know them and their parents

# How can parents support their child to be a better learner?

- **Understand & listen to your child's needs**
- **Use the support mechanism the school provides**



# Help organise your child for their first day and their first term

## Before your child starts

- Time journeys to school/bus stops
- Buy an alarm clock and test it before its needed
- Agree a routine for the mornings for getting to school, homework, getting their school bag ready
- Agree a bedtime for school days - they will get very tired!
- Uniform...practise ties! Know the uniform expectations
- Know who to contact if there are issues or you have questions; tutor then school base

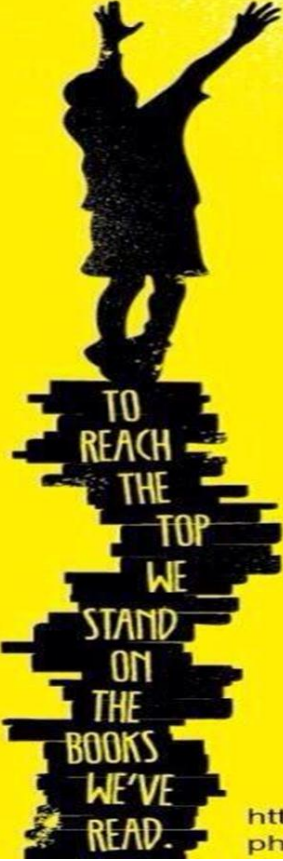
# Help organise your child for their first day and their first term

## When students are starting in September

- Ensure uniform is ready to wear
- They have resources/equipment, a place to work and do homework
- Investigate extra-curricular clubs
- Stationery equipment
- Timetable, know when homework is set and when PE and Tech are
- Attendance & punctuality
- Reflection & interest

**‘Children** who read for pleasure are likely to do **better** in **maths** and **English** than those who rarely read in their free time, research suggests.’

**The Institute of Education, 2013**



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# Accelerated Reader

## What is Accelerated Reader?

Accelerated Reader is a software tool that assesses a student's reading level, suggests titles of books at that level, and then assesses whether a pupil has completed reading the book by asking a series of questions. The software then gives immediate feedback to pupils on their success. The Accelerated Reader programme has proved to be very successful in developing students' reading skills and raising standards in literacy.

# **For your English teacher**

Please can your child bring a piece of excellent writing work and piece of reading work to show their new English teacher.