

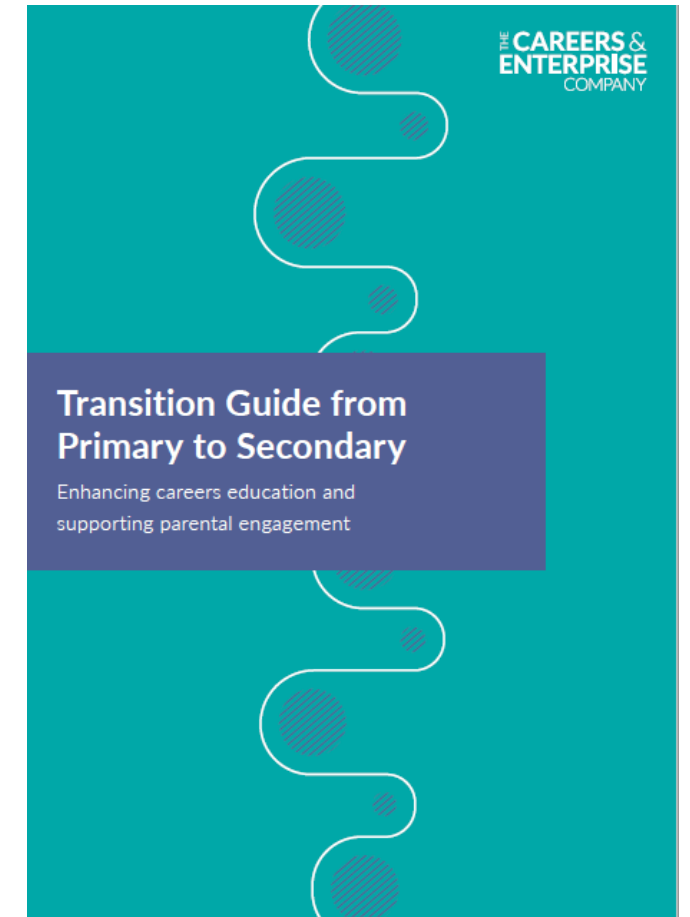


## Primary to Secondary Transition

**A vehicle for careers education  
and enhancing parental engagement**

# Our Guide

1. **DECISION MAKING: Year 4-6**
2. **DECISION MADE: Year 6**
3. **STARTED: Year 7**
4. **THROUGHOUT THE YEAR**



# Essential skills during periods of transition



*Evelyn Haywood, Head of Education, March 2022*



## A well studied, widely acknowledged transition dip

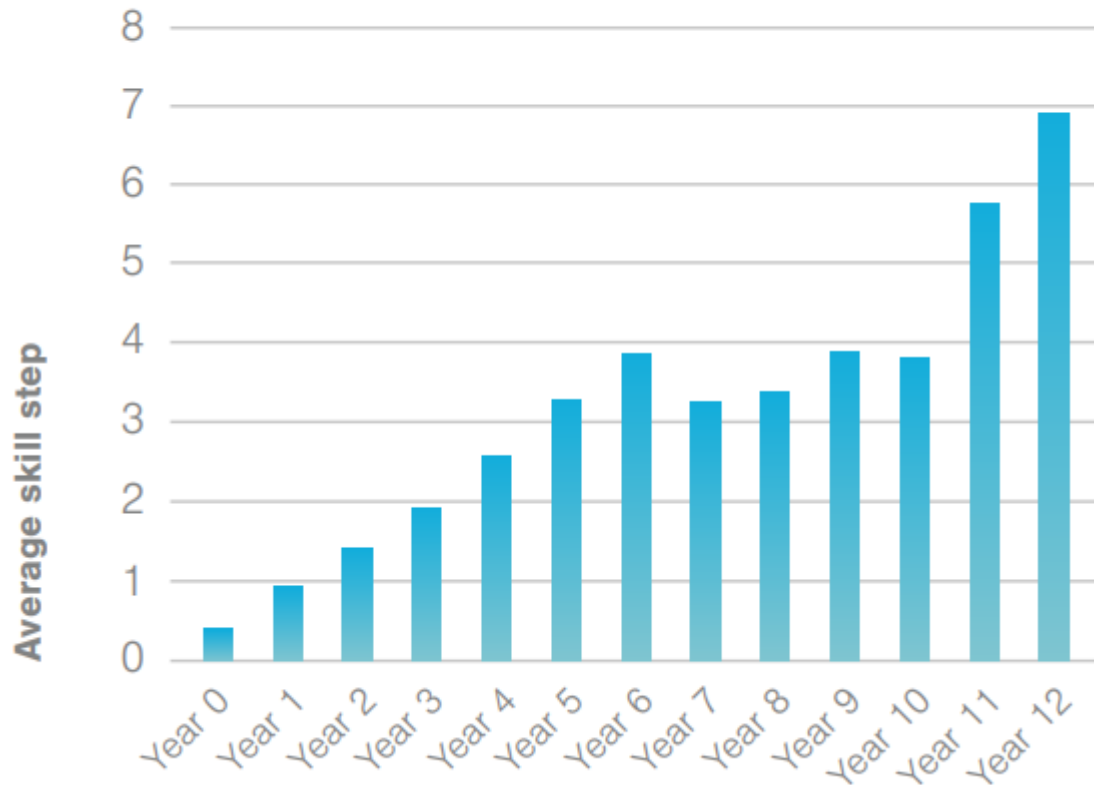
“fairly robust evidence that pupils' **educational outcomes decline** after they move to secondary school”

“decline in pupils' motivation, increase in absence, negative impact on **wellbeing, poorer social and emotional** health.

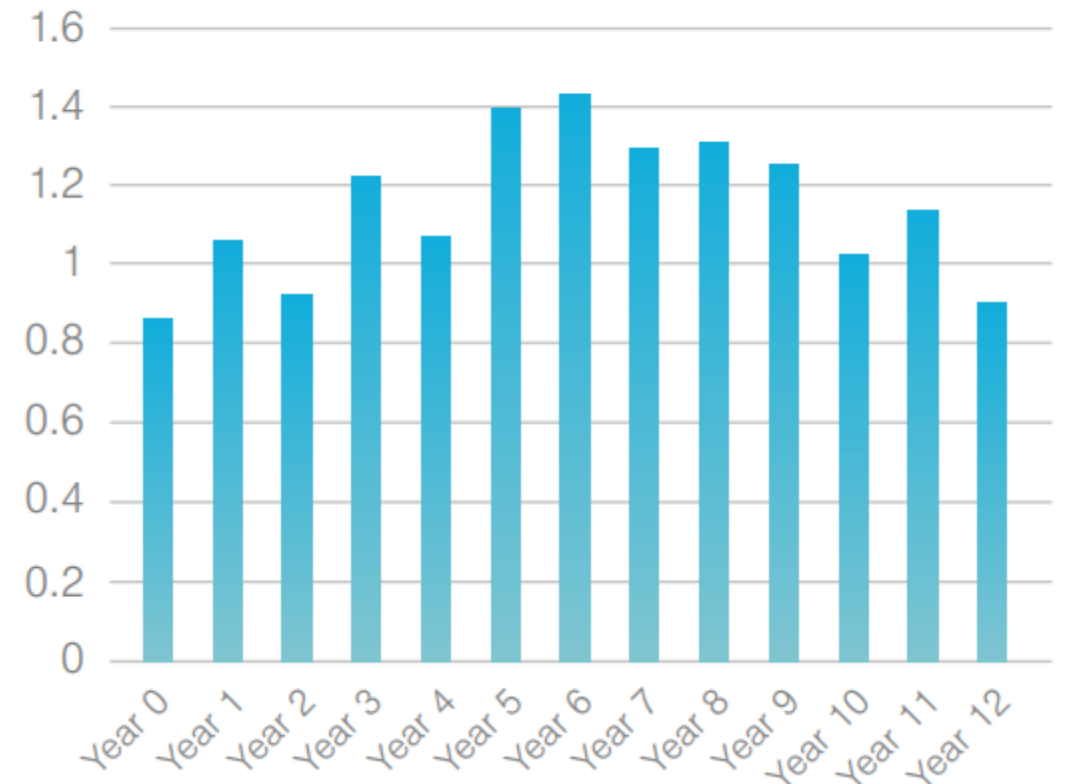
*Jindal-Snape et al, 2020*

# A similar trend observed for essential skills

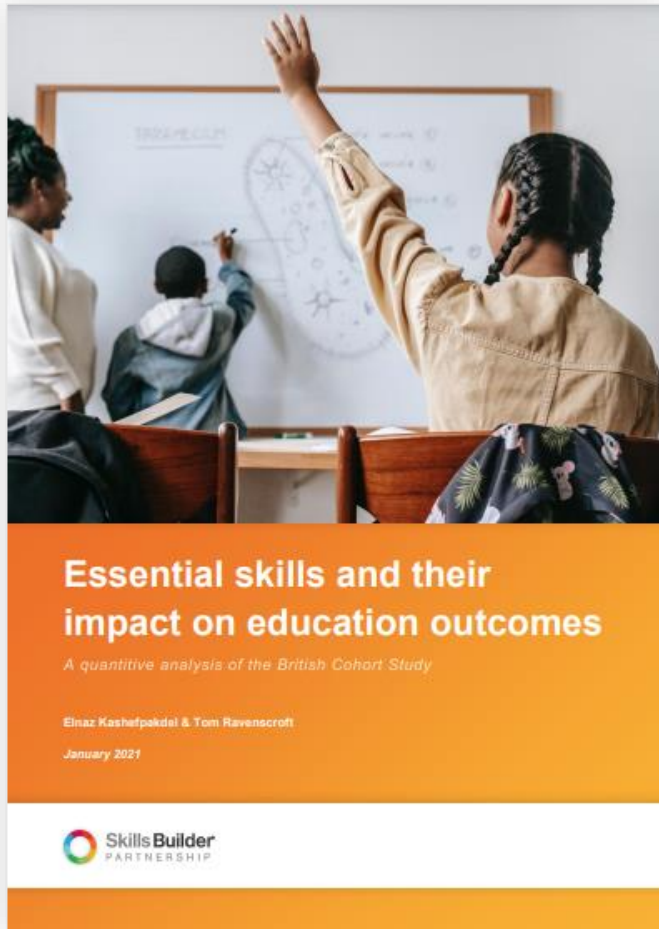
### Average Skill Step



### Progress by year group for Accelerator schools



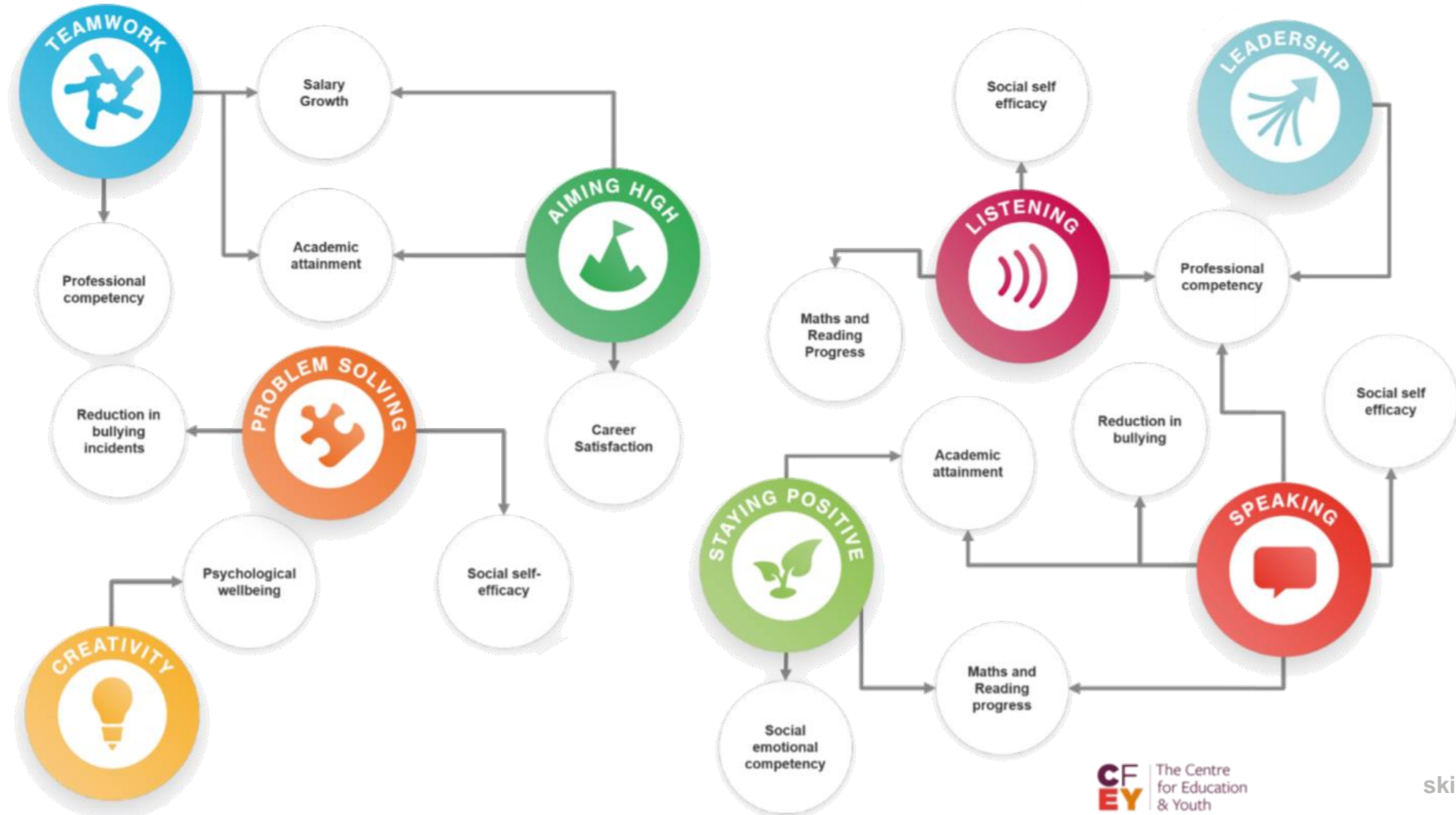
# Academic outcomes correlated with essential skills



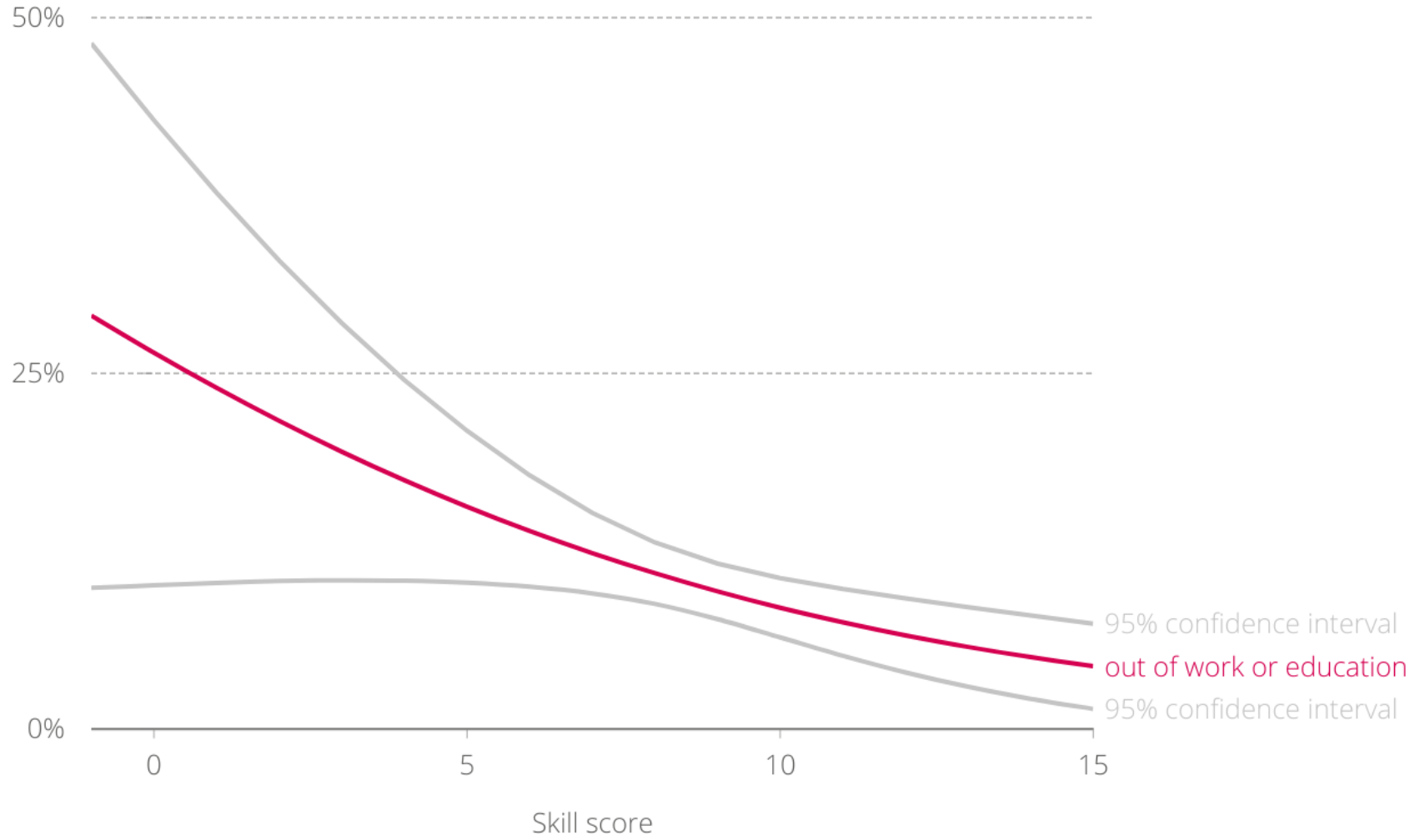
“a strong association between scores in **essential skills and measures of literacy and numeracy at the ages of both 10** and 16, and career aspirations at age 16.”

*Sir John Holman, 2021*

# Wider outcomes associated with essential skills



# NEET likelihood decreases with higher essential skills



**54%**

Less likely to be out of work / education

**42%**



# So, building essential skills is important, and needs to be done consistently



**Your school might be eligible to apply for a funded place on Skills Builder Accelerator programme for 2022-23**

[skillsbuilder.org/uk-accelerator](https://skillsbuilder.org/uk-accelerator)  
skillsbuilder.org

# Career-related learning at transition: Opportunities in PSHE education

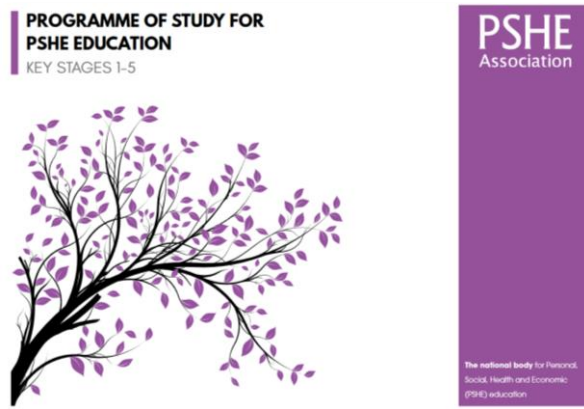
**Bethan Miller**

**PSHE Association Subject Specialist**

# PSHE education

**P**ersonal **S**ocial **H**ealth **E**conomic education

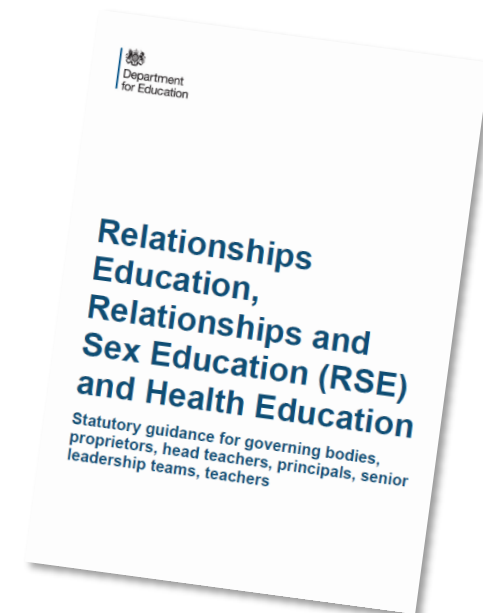
PSHE education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.



Health and wellbeing

Relationships

Living in the wider world

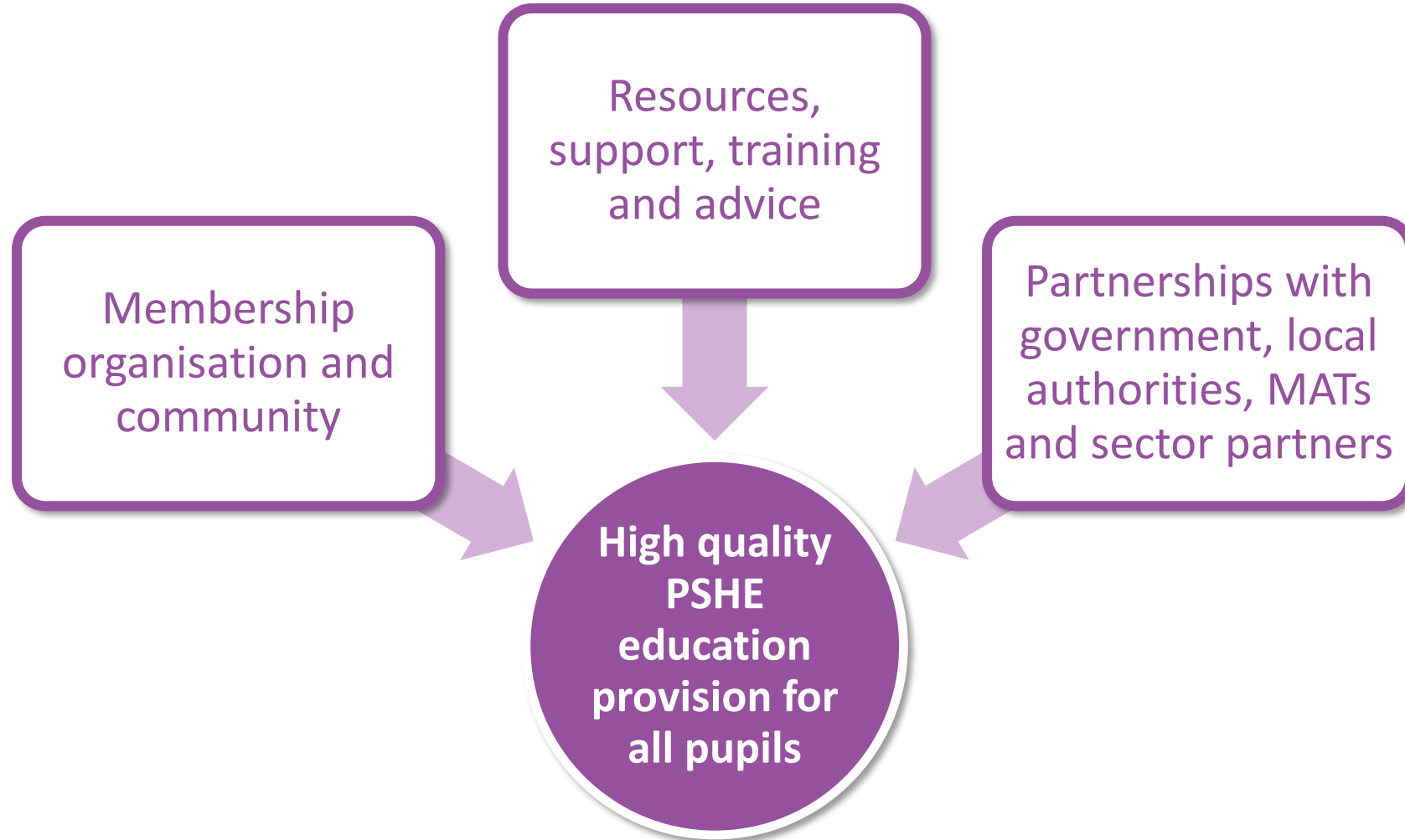


[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**PSHE**  
Association

# PSHE Association

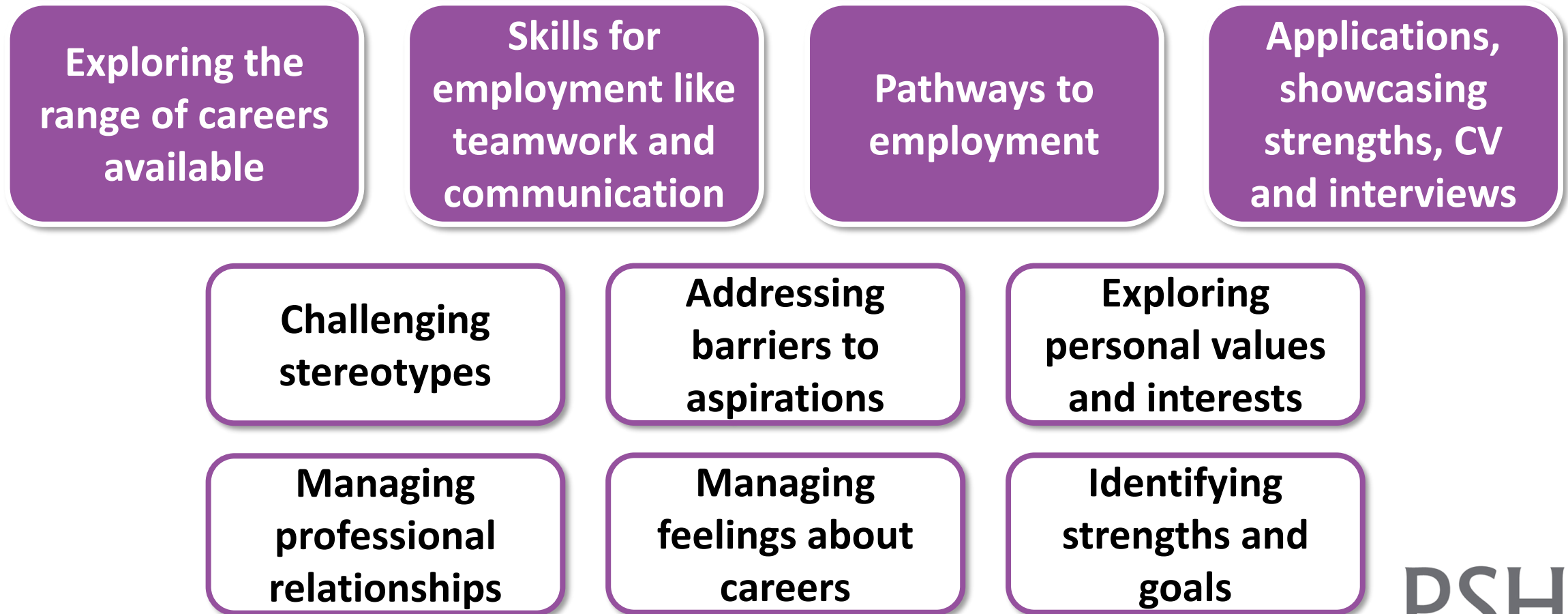
The national body for PSHE education



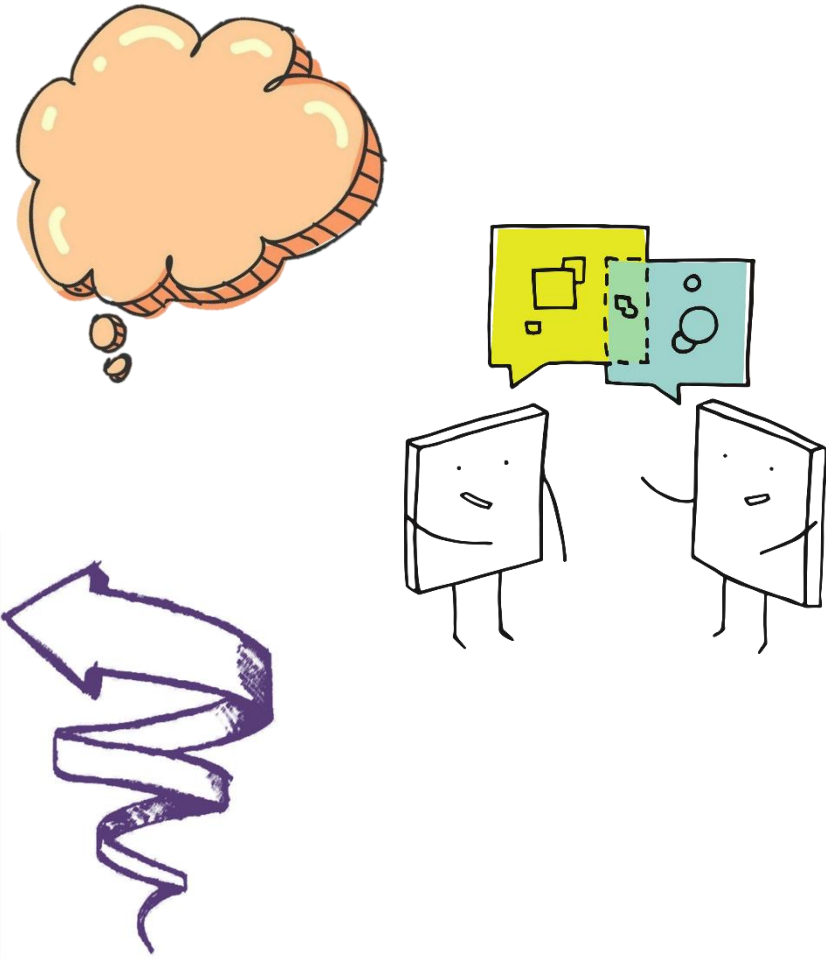
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**PSHE**  
Association

# How does PSHE education link to Careers education?



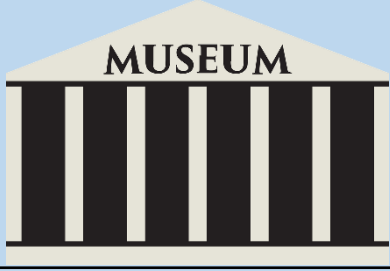
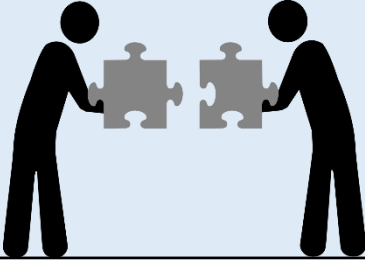

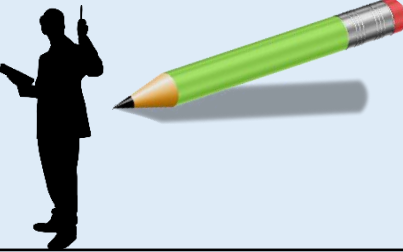


# What opportunities does transition present for career-related learning and PSHE education?



- Pupils are often guided to think about the future at this point, presenting an opportunity for them to consider aspirations
- Activities in the lead up to, and during transition often help students to develop and rehearse skills including team-building, communication and negotiation
- Careers, PSHE and transition colleagues at primary and secondary can come together to support a spiral curriculum that builds upon pupils' prior careers-related learning

# What do we do already?

Primary			
Secondary			

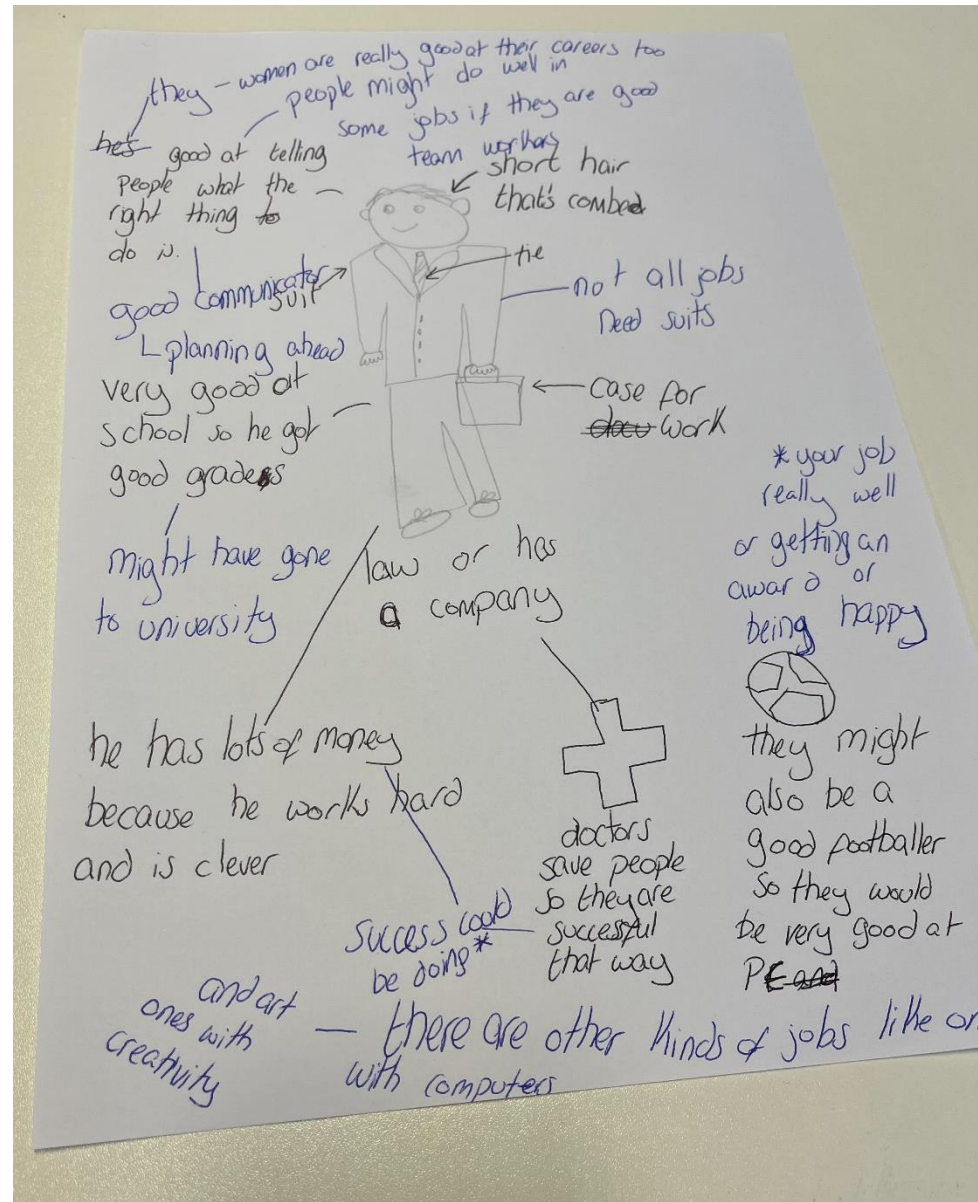
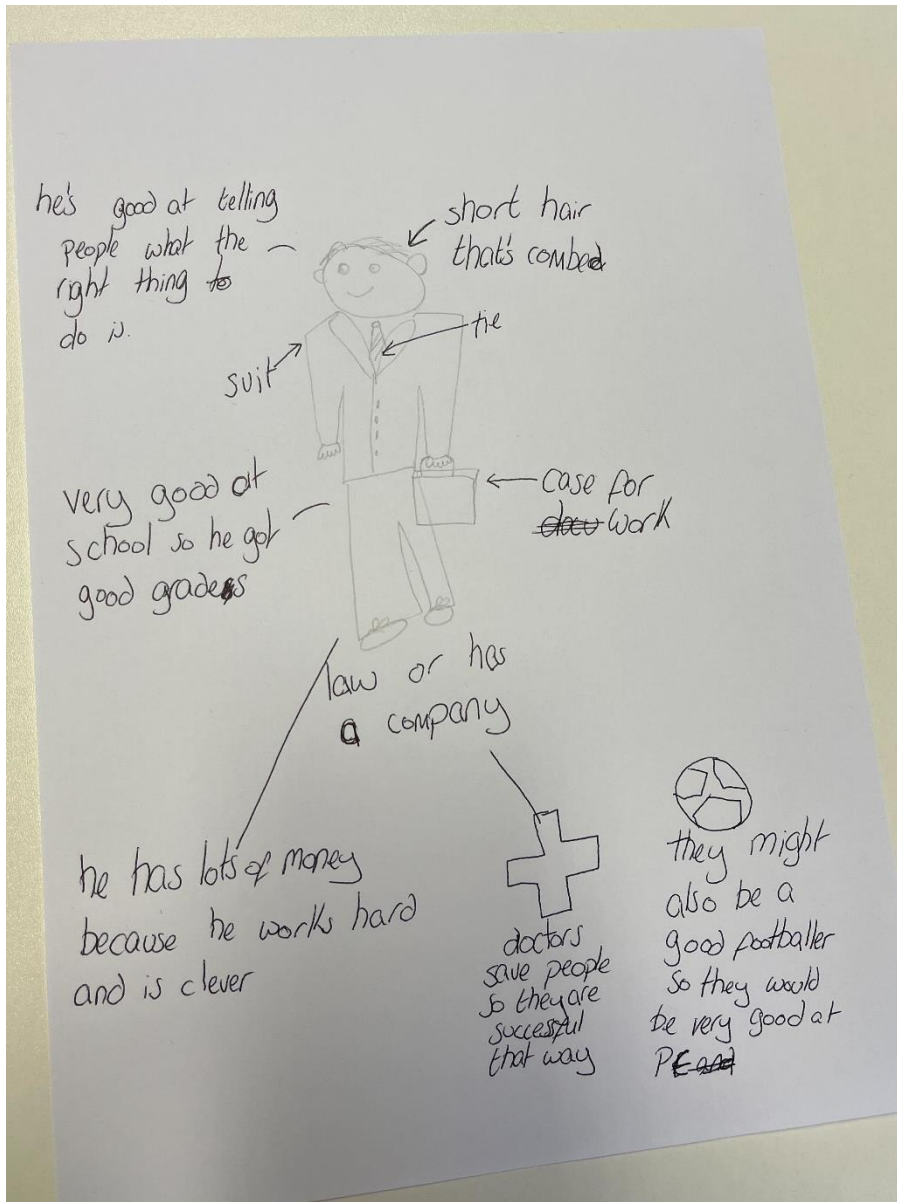
# How can we assess pupils' careers-related learning in the primary phase?

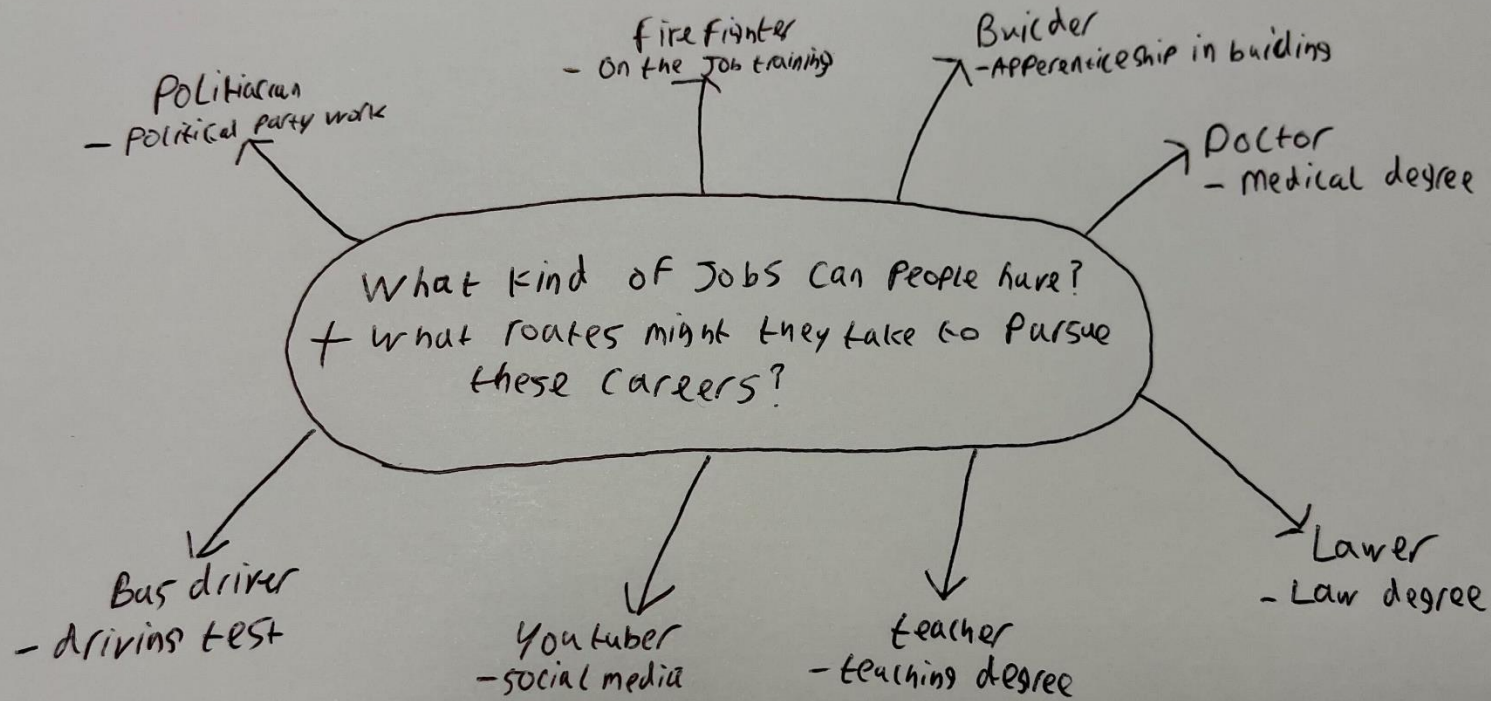
Key Stage 2	Working towards the outcome	Meeting the outcome	Working beyond the outcome
I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.			
I can describe some of the pathways into a range of jobs, and recognise that people's jobs can change over their lifetime.			
I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.			

## Assessment activities:

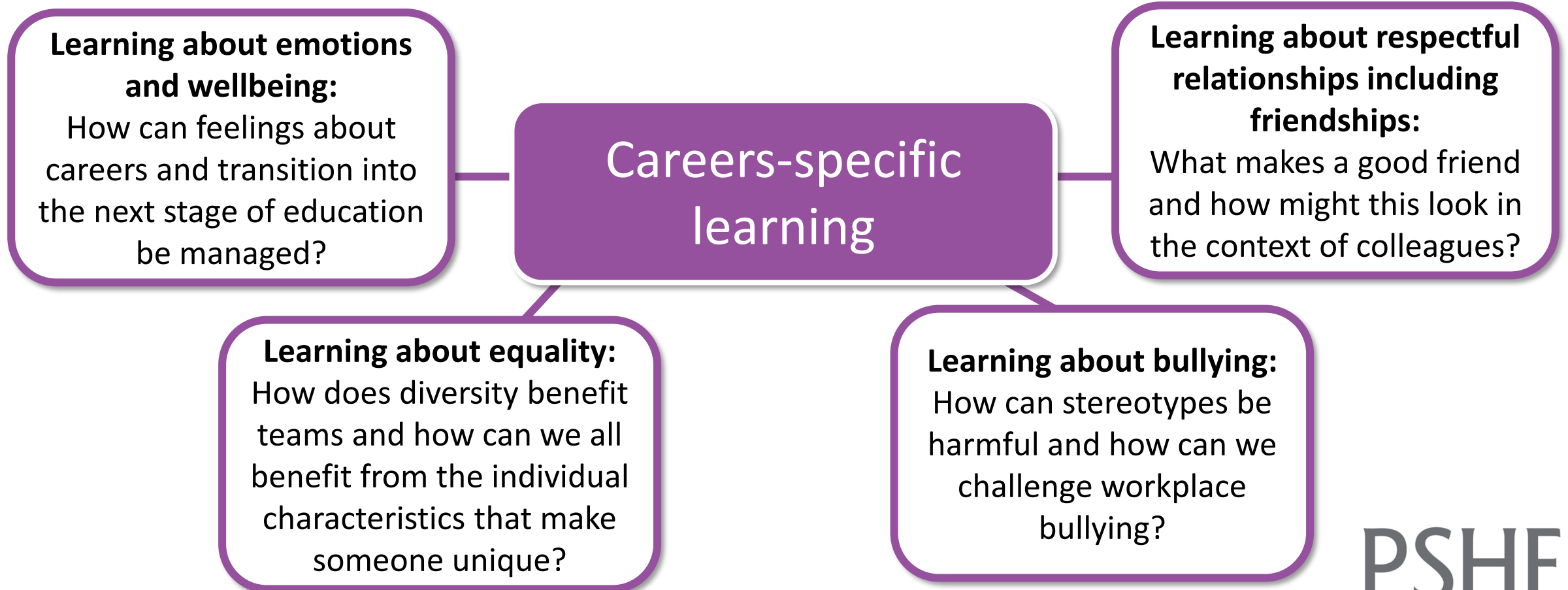
- Draw and write activities
- Mind maps
- Attitude continuum
- Advice to a character or response to a problem page
- Whole class assessments like graffiti walls



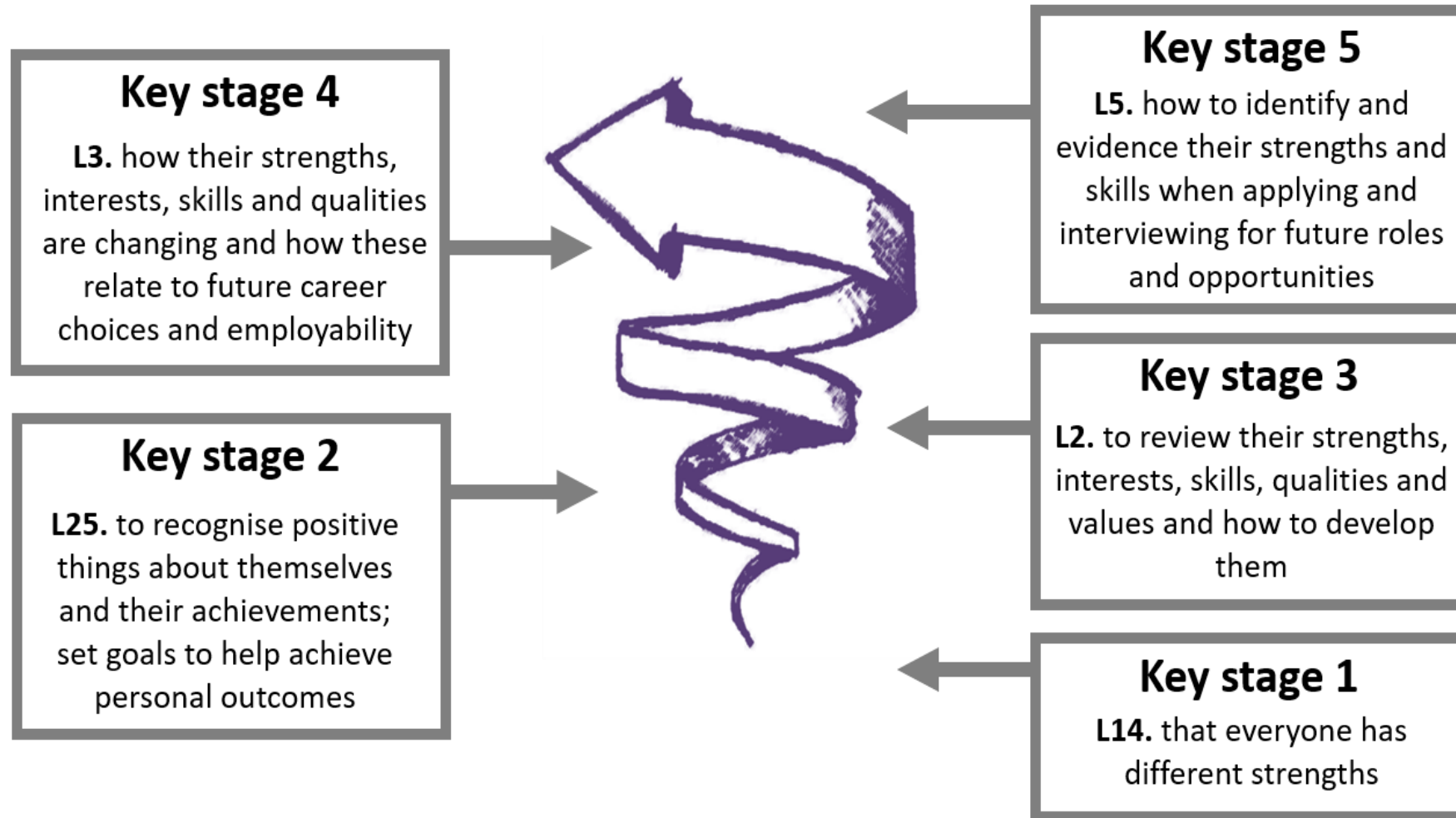






















# Linking careers-related learning to the wider PSHE education curriculum




# Sequencing a spiral curriculum from KS1-KS5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences 	<b>Emotional wellbeing:</b> Expressing and managing every day feelings; Seeking support for self or others 	<b>Staying safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	<b>Economic wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	<b>Physical health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	<b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others 	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice 	<b>Economic wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	<b>Growing and changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep 	<b>Staying healthy:</b> Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination  	<b>Mental wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others 	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project - CROSS-YEAR, GROUP WITH Y7 	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities 	<b>Puberty and reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support 	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	<b>Substances:</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - CROSS-YEAR, GROUP WITH Y5 	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent 	<b>Friendships and diversity:</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online 
Year 8	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence 	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual 	<b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety	<b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change 

 Discrete learning about careers

 Linked identity and equality topics

 Linked relationships topics

 Linked health topics

# Sequencing and your medium-term plan

## Key stage 2

### Money and Work

Identifying job interests and aspirations;  
what influences career choices;  
workplace stereotypes

PoS Refs: L27, L28, L29, L31, L32

- to identify jobs that they might like to do in the future
- about the role ambition can play in achieving a future career
- how or why someone might choose a certain career
- about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
- the importance of diversity and inclusion to promote people's career opportunities
- about stereotyping in the workplace, its impact and how to challenge it
- that there is a variety of routes into work e.g. college, apprenticeships, university, training

## Key stage 3

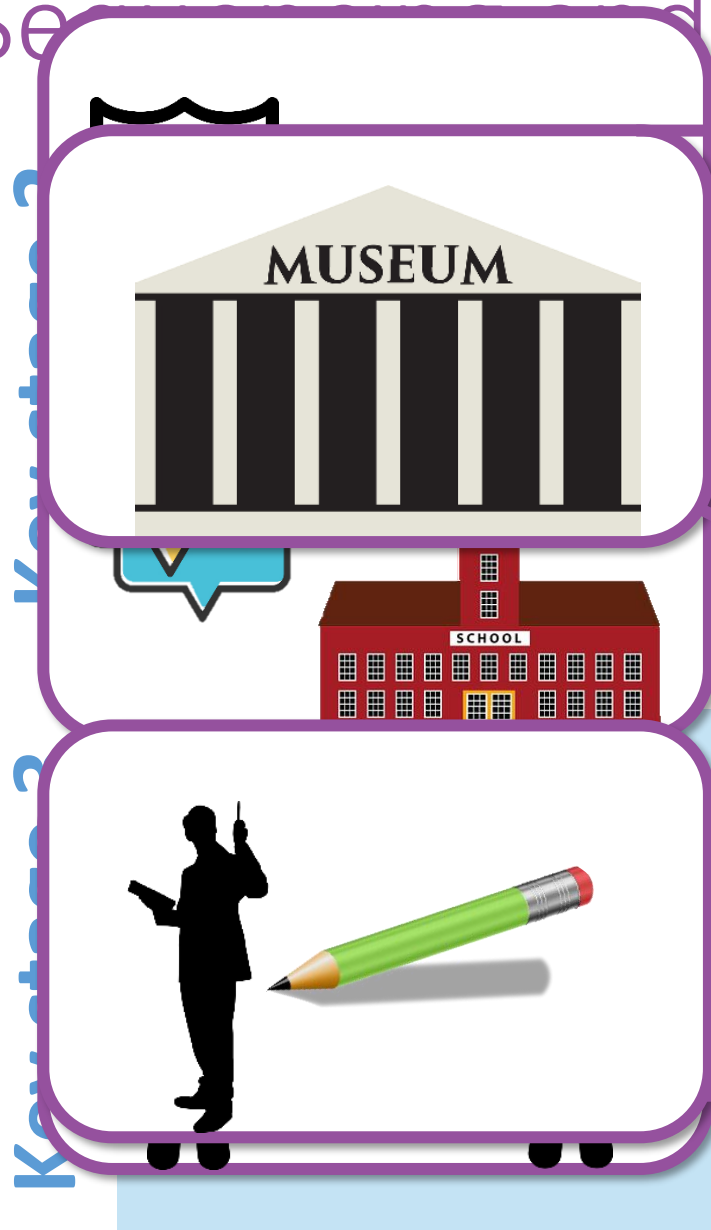
### Developing skills and aspirations

Careers, teamwork and enterprise skills,  
and raising aspirations

PoS refs: R15, R39, L1, L4, L5, L9, L10,  
L12

- how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
- about a broad range of careers and the abilities and qualities required for different careers
- about equality of opportunity
- how to challenge stereotypes, broaden their horizons and how to identify future career aspirations
- about the link between values and career choices

# Setting your medium-term plan



- to identify jobs that they might like to do in the future
- about the role ambition can play in achieving a future career
- how or why someone might choose a certain career
- about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
- the importance of diversity and inclusion to promote people's career opportunities
- about stereotyping in the workplace, its impact and how to challenge it
- that there is a variety of routes into work e.g. college, apprenticeships, university, training
- how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
- about a broad range of careers and the abilities and qualities required for different careers
- about equality of opportunity
- how to challenge stereotypes, broaden their horizons and how to identify future career aspirations
- about the link between values and career choices

# Resources



PSHE Association



## WATER SAFETY

Guidance, lessons and resources

KS2



Environment Agency

## KS2 – Lesson 2 Flood alert!

The Environment Agency's work includes:



...working with other emergency services to rescue people from floods.



...helping people prepare if flooding is expected.



...building flood defences.



What is important for people to know about preparing for a flood and staying safe in a flood emergency?



Design an assembly presentation, video for the school website or news item to inform others.



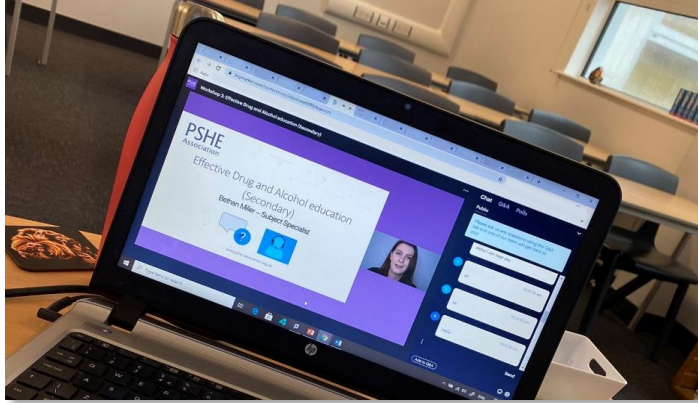
## Year 5-6 1 of 2 lessons Influences and goals (Boxer)



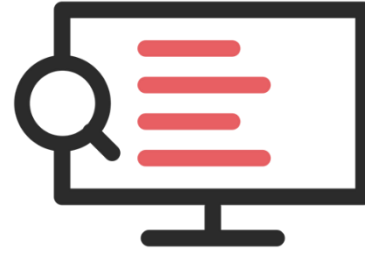
LESSON: Influences and goals (Boxer)		YEAR 5-6/KEY STAGE 2
This is one of two lessons written for key stage 2 pupils about careers. This lesson explores qualities, strengths and setting future goals. It is intended for use in a comprehensive PSHE programme of study and is best used within a year 5 or year 6 unit on work and careers. This lesson can also be adapted for year 3 and 4, guidance for which can be found in this pack.		
Learning objective	Pupils will learn: <ul style="list-style-type: none"> <li>about what influences future goals</li> </ul>	
Learning outcomes	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>identify their personal qualities and strengths</li> <li>practise effective goal setting</li> <li>describe the steps and challenges to achieving a goal</li> </ul>	
Box for anonymous questions A4 paper (blank) Pens and pencils Video of interview with Boxer Resource 1: Attitude continuum Resource 2: Qualities and strengths Resource 3: Qualities and strengths word bank Resource 4: Goal card sort Resource 5: Goal setting mountain		
Activity	Description	Timing
Introduction	Establish or reinforce existing ground rules and introduce learning outcomes	5 min
Baseline assessment activity	Pupils demonstrate their knowledge and attitudes about goals using a continuum	10min
Qualities and strengths	Pupils watch the video and complete a worksheet on the qualities and strengths of a boxer Pupils apply this thinking to their own qualities and strengths	15 min
Goal setting	Pupils sort examples of short-term and long-term goals Pupils choose a goal they want to achieve and complete steps towards it	5 min 15min
5. Endpoint assessment	Pupils revisit the baseline activity and reflect on their learning in the lesson	5min
6. Signposting support	Pupils find out where they can get further information and whom they can talk to about their goals and the world of work	5min



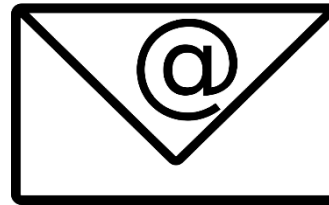
# Additional support



## Online CPD



[www.pshe-association.org.uk](http://www.pshe-association.org.uk)



[info@pshe-association.org.uk](mailto:info@pshe-association.org.uk)



## 1-1 SUPPORT

from PSHE Association Subject Specialists

## Zoom consultations



[@PSHEAssociation](https://twitter.com/PSHEAssociation)

[@PsheSpecialists](https://twitter.com/PsheSpecialists)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

**PSHE**  
Association

# Transitions and Pathways

Approaching transitions across a Multi-Academy Trust

Susie Weaver, Cabot Learning Federation

March 2022



*Charlotte Boston from DAC Beachcroft working with Hannah ...'being able to share ideas about the future and being part of Hannah's journey, and often wondering who learned more from the experience!? It was a truly valuable process for me'.*

5<sup>th</sup> Year

35 coaching  
relationships

New cohort of 9  
coaches – first session

# A trust wide commitment | Transitions over time

## The aim of the Curriculum



The curriculum enables children to have **self agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge** and **skills**

Across the Cabot Learning Federation we have focused on key transitions including EYFS, Y6-7 and Post-16

The partnership with families is crucial – with the triangle between Learner, Family and School being essential

Investing time to make sure the transition is seen as a pathway is essential

# Right of passage | Every child's right


We focused on supporting and securing a high-quality transition process as a continuum

We secured specific research into parent and child view and voice through specific focus groups and interviews

We used the feedback to inform our practice moving forward



# Supporting most vulnerable | A focus on learners with SEND or those experiencing disadvantage



**CABOT LEARNING FEDERATION**  
**Year 6 – Year 7 STUDENT TRANSFER FORM**

Student First Name	Family Name	UPN	DOB	MF	Primary School
Attendance to end of T4		Date of joining school (within 3 yrs.)		Other schools Attended (within 3 yrs.)	
Attainment / Progress Data		Term 4 Assessment ARE (if 'Y', please indicate equivalent year group child is working at e.g. 'Yr3')	Predicted end of K&G ARE	Comment	
English Reading					
English Writing					
Maths					
General information	Please circle	If you enter any information in the red section below, please contact the named person.			
SEN Status	YES / NO	SEN Support / EHCP (where applicable)	Top-Up Band:	Top-Up end date:	
SEMH Needs:	YES / NO	Thrive/Other assessment taken place?	Thrive development stage/ Assessment	Thrive Action Plan in place?	Comments
		YES / NO		YES / NO	
F&M	YES / NO	Pupil Premium / Ever 8		YES / NO	
CLA	YES / NO	Home Authority		OOO-YES / NO	
Current CP Plan	YES / NO	Current safeguarding concerns?	YES / NO	Type of concern	
Historic CP Plan	YES / NO	Historic safeguarding concerns?	YES / NO	Type of concern	
Agency Involvement	YES / NO	If Yes, please specify:	Families In Focus	CAMHS	Other:
In your opinion, does this pupil need additional transition support?	YES / NO	Contact for further details?	YES / NO		
BME?	YES / NO	Ethnicity:			
EAL	YES / NO	Language(s) spoken at home:	Parent/carer need for interpreter	YES / NO	
Any additional relevant contextual information or documentation	For example, does the pupil have: an individual provision map; pupil passport; risk assessment; Additional needs – SEND, attachment, etc. have they attended alternative provision or received outreach from an external service? <b>This information will be discussed at the transition meetings – headline information here.</b>				
Friendship groups/key dynamics:					
Named Primary School contact:					
Email address of Primary School Contact:					
Transferring to:					

Using a shared transfer form

A clear commitment to quality conversations

Rich and purposeful dialogue about each individual as a learner



**As a writer...**

Teacher comment including statement of level of attainment.  
(at ARE, below ARE or above ARE)

**Pupil comment**  
My writing is...

**As a reader...**

Teacher comment including statement of level of attainment.  
(at ARE, below ARE or above ARE)

**Pupil comment**  
I enjoy reading...

**As a mathematician**

Teacher comment including statement of level of attainment (at ARE, below ARE or above ARE)

**Pupil comment**  
As a mathematician I...  
\*Comment on reasoning and problem solving.

INSERT PHOTO OF CHILD HERE

**As a communicator**

I communicate best when...  
  
\*Comment on ability to reason

Name: \_\_\_\_\_  
School: \_\_\_\_\_

**How you can help me**

You can help me to learn by...  
  
My teacher thinks

**As collaborator...**

I collaborate well when..

**Parent voice**

What I think you need to know about my child...

**As a citizen**

I make the best choices when  
  
\*Comment on independence and resilience  
  
My targets are to..

**You really should know**

Comments here could relate to curriculum areas of strength, personal achievements and interests including creativity, physical development or successes in other national curriculum areas.

This passport is to be viewed as a part of the picture of the whole child and in conjunction with other data.

# Pupil Passport | A holistic view of the learner

Looking at the whole child

Working closely with families with specific Parent voice section

Focus on the attributes of the learner

Clear reference to ARE without this being the limiting factor



# Working across Local Authorities | Across MATs



**Every child's right to a safe passage**



*A community-based approach to effective transitions*

*April 2020*



Over the past three years we have worked with all three Local Authorities that we serve supporting and leading the Transition approach

We invested in collaboration across the system – MAT and maintained

A community based approach to effective transitions





# Linking with families | Importance of communication

## Top Tips

Here are some suggestions and top tips based on experience across the City and best practice established in research:

Keep in touch – clearly defined pathways for communication between parents and Primary schools well into Year 7	Year 6 teachers visiting Secondary sites more than once with their class/children before the move	Time during Secondary INSET to get to know the new students and look deeply at the data and information available before term starts. Plan curriculum accordingly.
Taking a best piece of work up to Secondary school to start conversations about effort, <u>expectations</u> and attainment.	Secondary summer activities to induct pupils to site during the break – HAF funding can support here.	Sharing a key text across Year 6 and into Year 7 – read by both parties to children.
Year 7 teachers visiting Primary settings, alongside transition leads and SENDCos.	Joint writing/other subject moderation between Year 6 and Year 7 colleagues.	Showcasing and sharing of best work and achievements between Primary and Secondary settings, and the home.

*You can find more suggestions for vulnerable pupils in the section above titled: Enhanced support.*

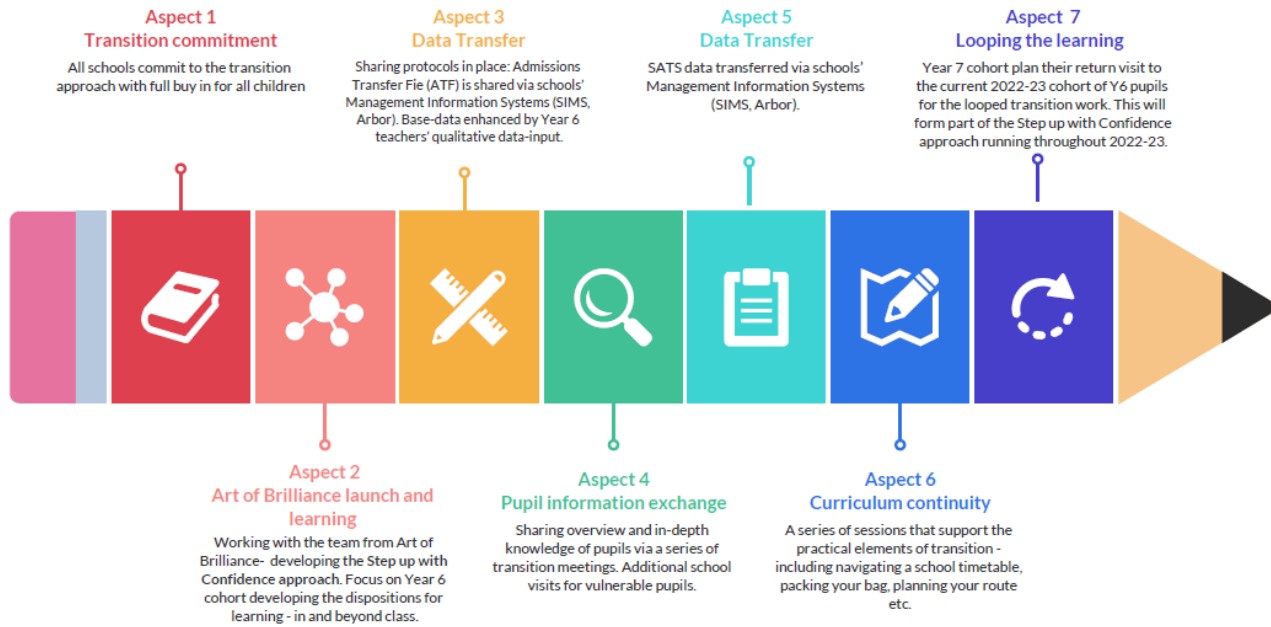
We have worked with partners across the three clusters to adapt the 2020 guidance and make it further fit for purpose.

This extract from the 2022 Bristol guidance document places emphasis on the communication with parents well into Y7.

# South Gloucestershire approach | 2022 developments

## Transitions for all | Supporting pupils in South Gloucestershire to make the next step

This summary provides an overview of the planned transition experiences for pupils in South Gloucestershire. A community-based partnership approach to ensuring all pupils have access to high quality transition support is essential at this time. The aim is for all young people to be supported to develop their dispositions for learning, learner autonomy and a sense of agency.



A focus on dispositions for learning

Working with Art of Brilliance as part of our recovery approach

Year 6 into Year 7 and then looping back with Year 7s supporting Y6 in 2023

# Regeneration Barnsley



- Enterprise Day to be delivered to Year 5 or 6
- Can be delivered in two different formats
  - Full Day
  - 2 Separate Days



- The challenge concentrates on the current redevelopment of Barnsley town centre and gets pupils to think about how they can help make a difference to the town.
- Research has been done into 'Barnsley 2030' using the council priorities, three areas were picked out for the development of our project.
- **Thriving and vibrant economies** – Strengthen our visitor economy.
- **People achieving their potential** – People are healthier, happier, independent and active.
- **Stronger and resilient communities** – People volunteering and contributing towards stronger communities, protecting the borough for future generations by recycling and using renewable energy.

# The Challenge

- The challenge is that they have an empty 'unit' or building in Barnsley town centre in which they must produce an idea for a new leisure facility / social space / meeting point, that brings people together and offers a service to the people of Barnsley and in teams of 6 they will create a 'prototype' unit and prepare and deliver a pitch



# Job Roles



**In Teams of 6 you will need to decide some job roles**

Team Leader (Manager) – Someone who is a natural leader and a good timekeeper

Designers – 2 people who are creative and are good at thinking outside of the box

Marketing – 2 people who are good communicators and have good influencing skills

Finance Manager – Someone who enjoys maths and solving problems.



# Team Meeting



It is now time to start generating some ideas of what your unit could be?

Consider:

- What does your service provide?
- Is there an age group that you are targeting?
- Does your idea fix something that is missing from the town centre?
- Is there a cost for your idea?
- Are you going to help with one of Barnsley priorities?

# Key Learning Outcomes



- The key learning outcomes from the project are:
- Teamwork
- Communication
- Increased self-esteem
- Pride – Successfully planning and preparation
- Resilience
- Raising Aspirations



***'Preparing students for a lifetime of employability'***

# What is the Future Skills Questionnaire?

Learning about careers starts at a really young age and is a core part of education. Careers education helps you learn about the world and your place within it.

You'll be developing this knowledge throughout your lifetime. The FSQ captures a snapshot of your careers knowledge and skills at this point in time. The questionnaire is used nationally to support students to think about their futures.





# Versions of the Future Skills Questionnaire

There are 4 versions of the Future Skills Questionnaires:

1. Starting Secondary
2. Transitioning from KS3
3. GCSE years
4. 16-18 education

# Versions of the Future Skills Questionnaire

1. Starting Secondary

*Do you know how to make a good impression if you want to be chosen for a position of responsibility?*



*At school, do you know who to go to for information and guidance about careers?*

*Have you learned about different careers other than those of your family or carers?*

## Part 1: Career Knowledge & Skills

*Do you have ideas about what you might do for a job or career in the future?*

*Are you aware of some of the types of businesses or employers in your area of the country?*



## Part 2: Essential Skills

# The value of the Future Skills questionnaire as a transition tool

## For Careers Leaders



Click to add text

Support the evaluation of the careers programme and targeting of support

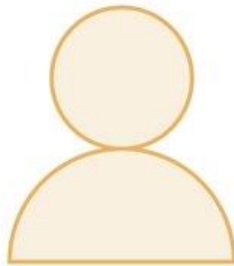
## For Students



Gives students the opportunity to reflect on their own knowledge and skills

# The value of the Future Skills questionnaire as a transition tool

For Careers Leaders



Support the evaluation of the careers programme and targeting of support

1. Gather baseline when Y7 start secondary

2. Reflect on the results

3. Adjust your careers programme

# Analysing the data through Compass+

## FSQ - Overall report



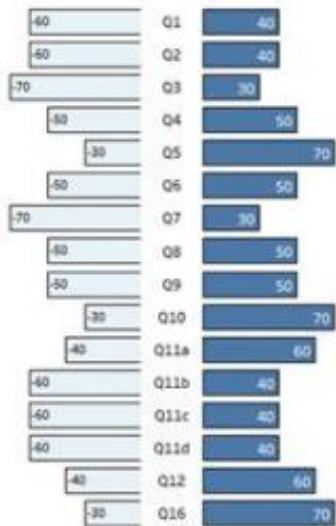
Sort by  
Question Number

### Starting Secondary

Survey Completion %



49%  
Careers knowledge and skills



### Transition from KS3

Survey Completion %



48%  
Careers knowledge and skills

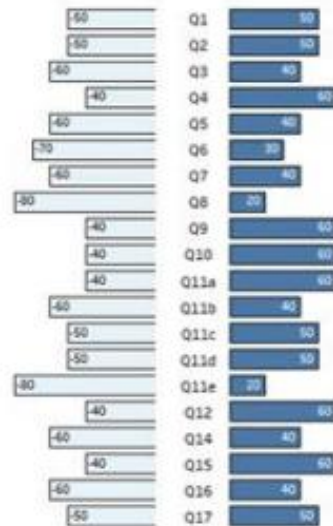


### GCSE Years

Survey Completion %



46%  
Careers knowledge and skills

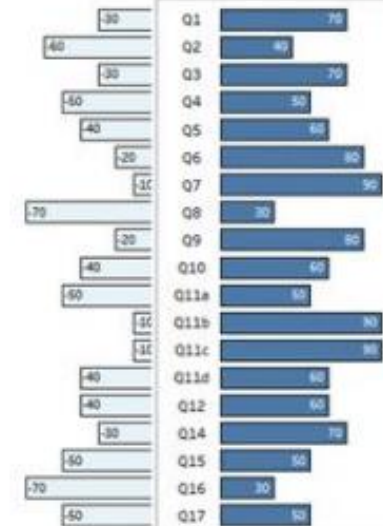


### Post-16 Study

Survey Completion %



62%  
Careers knowledge and skills



# Analysing the data through Compass+





# Analysing the data through Compass+

Questionnaire section: Careers knowledge and  
Questionnaire type: Starting secondary  
Year group: Year 7  
Number of questionnaires completed: 30  
Average score: 51%

Number of students who responded to the questions mostly negatively, mixed or mostly positively.  
Click on the bar to show student names.

Response Category	Number of Students
Mostly negative	2
Mixed	24
Mostly positive	4

Question by question analysis.  
Click on the bar graph to filter responses.

Highlight questions: Less than 50% answered  
Compare groups: Pupil Premium status  
Filter: None

Q.1 Have you learned about different careers other than those of your family or carers?  
45% of students answered positively

Question	Yes	No
Q.1	45%	55%
Q.2	...	...
Q.3	...	...
Q.4	...	...
Q.5	...	...
Q.6	...	...
Q.7	...	...
Q.8	...	...
Q.9	...	...
Q.10a	...	...
Q.10b	...	...
Q.10c	...	...
Q.10d	...	...
Q.10e	...	...

Student drill down

Last Name	First Name	Gender	Tutor Group	Pupil Premium	SEN
Click on a question or a category of questions in order to show student names.					

Support

# Guidance



The Careers & Enterprise Company > Compass+ > Future Skills Questionnaire

## Future Skills Questionnaire

What is the Future Skills Questionnaire?

How has the Future Skills Questionnaire been developed?

Careers Leader implementation guide

How to generate questionnaire links

How to download questionnaire links

How to send questionnaire links to students

How to delete questionnaire links and responses

Visualisations

How to use the Future Skills Questionnaire data to inform your careers programme

Student guide

SEND guide

Parent guide

## STARTED: Year 7

This section includes resource and support for baselining students, induction ideas and activities which could be undertaken throughout the year.

### Baselining students:

#### Future Skills Questionnaire

One of the major benefits of careers being a part of transition, is the ability to understand your new cohort and to gain a baseline measure in order to track the impact of your programme.

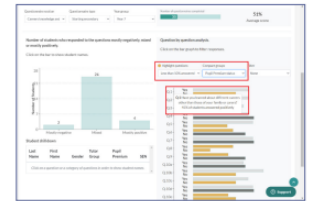
The Future Skills Questionnaire has a series of surveys at key transition points throughout a student's journey, the first being the 'Starting Secondary' version. FSQ is embedded in Compass+ which allows results to be viewed alongside MIS and career activities data, but can also be accessed as a pdf to use in a way that works for you.

How to use the FSQ for primary- secondary transition:

- Complete the 'Starting Secondary' version on the FSQ when students first start secondary school
- This can help you understand students' baseline level of knowledge and views at the start of secondary school.
- By understanding what areas students are confident in and where they may need additional support Careers Leaders can design responsive careers programmes to address gaps in understanding or confidence.
- This aggregated information can also be useful when students have come from multiple feeder schools and therefore have received differing levels of careers education. You can use this information in conversation with feeder primary schools to encourage career-related learning.
- It can also help you identify groups of students or individuals early on who may need additional support.
- This aggregated information could be used to design responsive career programmes.
- You can find out more about the FSQ and how to use it in your school [here](#).

There are five versions of the Future Skills Questionnaire, these are tailored to key transition points throughout secondary education and students with SEND. We suggest asking students to complete the questionnaire at each of these transition points, allowing you to evaluate and plan your careers programme.

There is a comprehensive [Careers Leader Implementation Guide](#) available to support Careers Leaders in embedding the tool and in engaging students and communicating to parents/carers and more detailed information can be found [here](#).



[Here's a useful video](#) highlighting the features of the Transition FSQ.

"Transition is a perfect opportunity to introduce careers and helps student to link secondary school with preparing for their future and life after school. We find that the students are really enthusiastic and soak up careers information like sponges. They are far less inhibited too and engage really well with employers."

Mandy Green  
Director of Aspiration  
Bedford Academy

# Barclays LifeSkills - supporting parental engagement and career learning outcomes



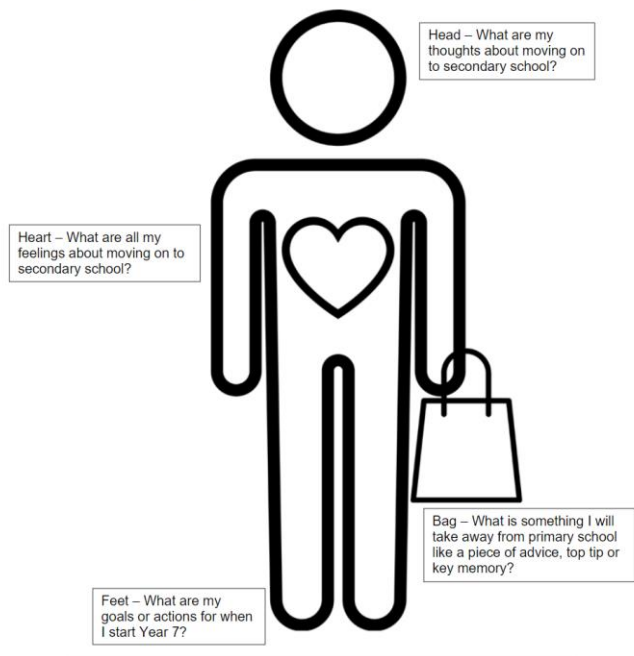
Using the toolkit as a vehicle for engaging on skills to support careers learning outcomes

- Content designed for use throughout the academic year
- Explores the skills to help them progress through education, towards the world of work
- Inspires students on the jobs of the future
- A mix of quick activities, 45 minute lessons, skills-focused assemblies and ways to engage parents
- [barclayslifeskills.com/educators/lessons/transition-toolkit/](https://barclayslifeskills.com/educators/lessons/transition-toolkit/)

**Drawing the Future with a Transitions Twist:** Set the scene for a growth mindset to transitions using this template from Primary Futures to link aspirations in the distant future to aspirations for the upcoming transition

**Part 1: Drawing the Short-Term Future**

As individuals, groups or a whole class, reflect on the upcoming transition to Year 7 and secondary school. Write your answers to the prompts on sticky notes or annotate the drawing.



**Part 2: Drawing the Long-Term Future**

When I grow up I would like to be a.....

Draw a picture of what you want to do as a job when you grow up. If you draw more than one picture, mark one of them as your top choice. You can also write on your drawing if you wish.



- 1) I chose this because.....
- 2) Can you list three skills or qualities you think are necessary for this job that will also be useful skills/qualities in secondary school? (i.e. speaking in front a group)
  1. ....
  2. ....
  3. ....
- 3) One thing I will do in secondary school to help me get this job in the long-term future is.....
- 4) Go back to your first drawing 'Draw your Short-Term Future'. Have you anything to add or change about your thoughts/feelings/goals/take-away now that you have thought about what you would like to be when you grow up? Write your additions in a different colour or use a different coloured sticky note.

Inspire students with career volunteers that are 'Making the Most of Transitions' A simple activity guide format with accompanying PowerPoint template will walk you through all the steps of creating, planning, inviting, hosting and reflecting on a transitions-themed careers Q&A activity



[www.primaryfutures.org](http://www.primaryfutures.org)

Contact us at [enquiries@inspiringthefuture.org](mailto:enquiries@inspiringthefuture.org)