

Chapter 17 Yearly Transitions

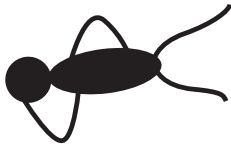
Frame: Looking back to look forward

Why use it?

There are many different methods of reflection that can be used at the end of a school year. This frame first takes children through the steps of looking back at the year that is ending – appreciating the good elements and acknowledging the difficult or challenging parts. Second, it encourages them to use these insights to help them look forward to the new year with confidence and hope. Adult modelling of any frame is helpful of course, but with this one in particular, guiding children through elements of your own review of the year, especially how you will look forward to the next year, can show them the long-term benefits of engaging with this process. The frame may need to be simplified for use with younger children or adapted into a more practical activity. However, don't be dissuaded from using it with younger groups – it is never too early to begin learning how to reflect positively on experiences. The frame could also be adapted to include whole-class observations on the year, looking back on their highlights and how they feel they have developed as a team.

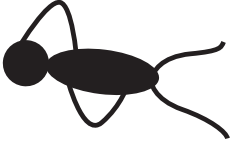
What next?

Obviously, the outcomes of this activity will be interesting to the outgoing class teacher and TA, but ultimately, the completed frames need to be passed to the new teaching team to inform their planning for the next year. Children also need to be given the opportunity to review their 'Looking forward...' section, in particular, in the autumn term.



Looking back to look forward

At the end of a school year, **looking back** at the things we have to be thankful for and all the things that we have learned can help us to **look forward** into the next year with **confidence and hope**.



Name _____ Year _____

Looking back...

Looking forward...

What have I enjoyed?

What am I thankful for?

How do I feel about next year?

What have I learned about myself?

What have I found hard?

What do I want to work on?

What have I learned this year that will help me?

What am I proud of?

When was I disappointed?

I want my new teacher to know...

Frame: This is me...

Why use it?

This frame can be used as a transition day activity, at the start of a new year or when a TA begins working with children who are new to them during the year. It will help build an initial picture of the child, their circumstances and any additional needs, which can then be explored further as opportunities arise. 'How I feel about learning right now' is the most important area to explore here. Knowing how a child feels about their learning is critical to being able to target support and make appropriate language choices. If they are feeling positive, they will hopefully be receptive to praise and encouragement. However, if they are ambivalent, despondent or disconnected from their learning, they may find praise and encouragement hard to receive. A gentle approach will be needed to address this over time.

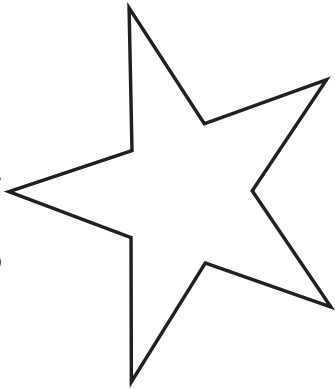
What next?

Keep the completed frame to hand and refer to it often, in order to guide planning and support. Ask children to review the information they gave at intervals and as mentioned previously, allow them to make changes as they wish. Use the information given in 'Things I am curious about...' as much as you can – perhaps for early morning work or homework topics. Valuing and encouraging curiosity is key to helping children develop the love for learning that we wish them all to have.

This is me...

My name is _____ I am _____ years old.

Things I am proud of...



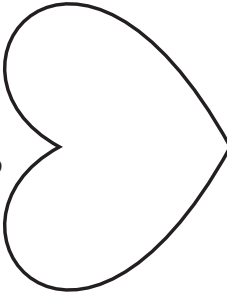
Things I want to practise...



Things I might need help with...



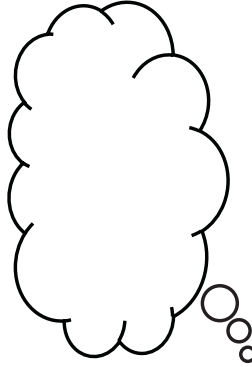
Things I love...



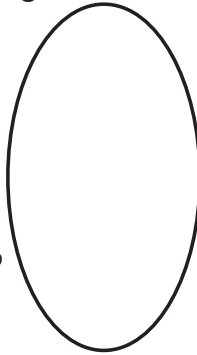
How I feel about learning right now...



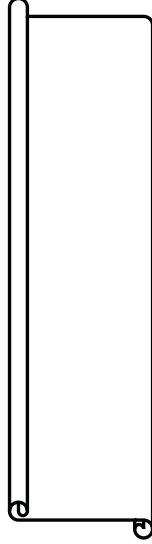
Things I am curious about...



Things I'm not keen on...



Other important things I want you to know about me...



My picture

