

We will be recording
in line with our
privacy policy, which
you can find on our
website.

THRIVING LIVES FOR SERVICE CHILDREN

Welcome to the Thriving Lives Toolkit Webinar series

Session 6: Transition is Effective

- All delegates are muted
- Please introduce yourself in the chat

<https://www.scipalliance.org/thriving-lives-toolkit>



TODAY'S CONTRIBUTORS

- **Carolyn MacLeod MBE**, *ADES National Education and Transitions Officer*
- **Pri Chard**, *Education Support Officer, The Dandelion Project*
- **Rachel Wolford**, *Headteacher, Kinloss Primary School*

ADES Association of Directors of Education in Scotland



Carolyn MacLeod MBE

National Education & Transitions Officer

for Armed Forces families, children, and young people

nationaltransitionsofficerades@gmail.com

(m) 0793156596 www.forceschildrenseducation.org.uk

FORCES 
CHILDREN'S
EDUCATION

Armed Forces Families, Children and Young People Regular, Reserve & Veteran

32 Local Authorities

**ADES – Armed Forces
Families Lead Officer**

**SFA – Service Family
Accommodation**

State Schools (QVS)



ADES – Data Collection

**ADES – Headteachers
Forum**

**National Drivers –
statutory - ASN**

**AF Covenant Duty,
LiOS, AFF Strategy**

The Scottish context

Achievement, Attainment, Curriculum, Empowerment, Equity, Outcomes



Children and young people from Armed forces families and additional support.

- Additional support is a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- **This includes children and young people from Armed Forces families.**



Transitions: Self-Evaluation & Evaluation of Provision



Structure in Scotland

to Support Armed Forces Families, Children & Young People

National Level - STRATEGIC – Developing Policy

**SAFESG – Scottish
Armed Forces Education
Support Group**

ADES – Association of Directors of Education
NETO - National Education & Transitions
Officer
Network Groups:
AFFLO – Armed Forces Families Lead
Officers/ Headteachers Forum

Education Scotland

Skills Development Scotland

Scottish SCiP Hub

**OPERATIONAL
TACTICAL
& Delivery**

RESEARCH
The Centre for Military Research,
Education & Public Engagement

Edinburgh Napier University

SAFE – R
Scottish Armed Forces Military
Research Hub



• **FORCES CHILDREN – Additional Support Needs**

- a two-year research project
- developing a clear pathway to benefit serving and veteran parents and their children/young people with additional support needs, when transitioning to and from Scotland.



SCIP ALLIANCE WEBINAR: TRANSITIONS

How Moray is supporting Children from Armed Forces Families (in education) with transitions.

In partnership with:



39 ENGINEER REGIMENT
KINLOSS

Supported by:

THE ARMED FORCES
COVENANT FUND TRUST
Funded by HM Government



Priyanka Chard

Education Support Officer (Dandelion Project)
Education, Communities & Organisational Development
DandelionProject@moray.gov.uk



moray
council

What I will cover:

- 1 Intro to the Dandelion Project
- 2 Why transitions matter in Moray
- 3 Key developments: networks, website, communication
- 4 Spotlight: our co-designed Deployment Form
- 5 Next steps: improving transitions out of Moray
- 6 Resources: practical tools for schools
- 7 Celebrating brilliant practice across Moray

The Project

DANDELION

PROJECT MORAY



SUPPORTING CHILDREN FROM ARMED FORCES FAMILIES IN EDUCATION

About the Project

The **Dandelion Project** aims to ensure that all Armed Forces children in Moray have the right conditions and environment in their school settings to thrive.

This initiative supports primary and secondary pupils, from tri-service regular, reservist or veteran families.

This will be achieved by:

- Ensuring consistent educational advice and guidance is accessible to Armed Forces families.
- Being a single point of contact specifically for enquiries about Armed Forces children in education.
- Advocating and being a champion for Armed Forces children in education.
- Raising the awareness and understanding about Armed Forces children in education and how to support if needed.
- Supporting schools by delivering professional training, providing resources and signposting.
- Keeping the project sustainable to ensure a long-lasting legacy of support for Moray's Armed Forces children.

Get connected:



Priyanka Chard
Education Support Officer



priyanka.chard@moray.gov.uk



Dandelion Project Moray



linktr.ee/DandelionProjectMoray

Scan the QR code to visit the Dandelion Project's Linktree for useful links.



DANDELION

PROJECT MORAY

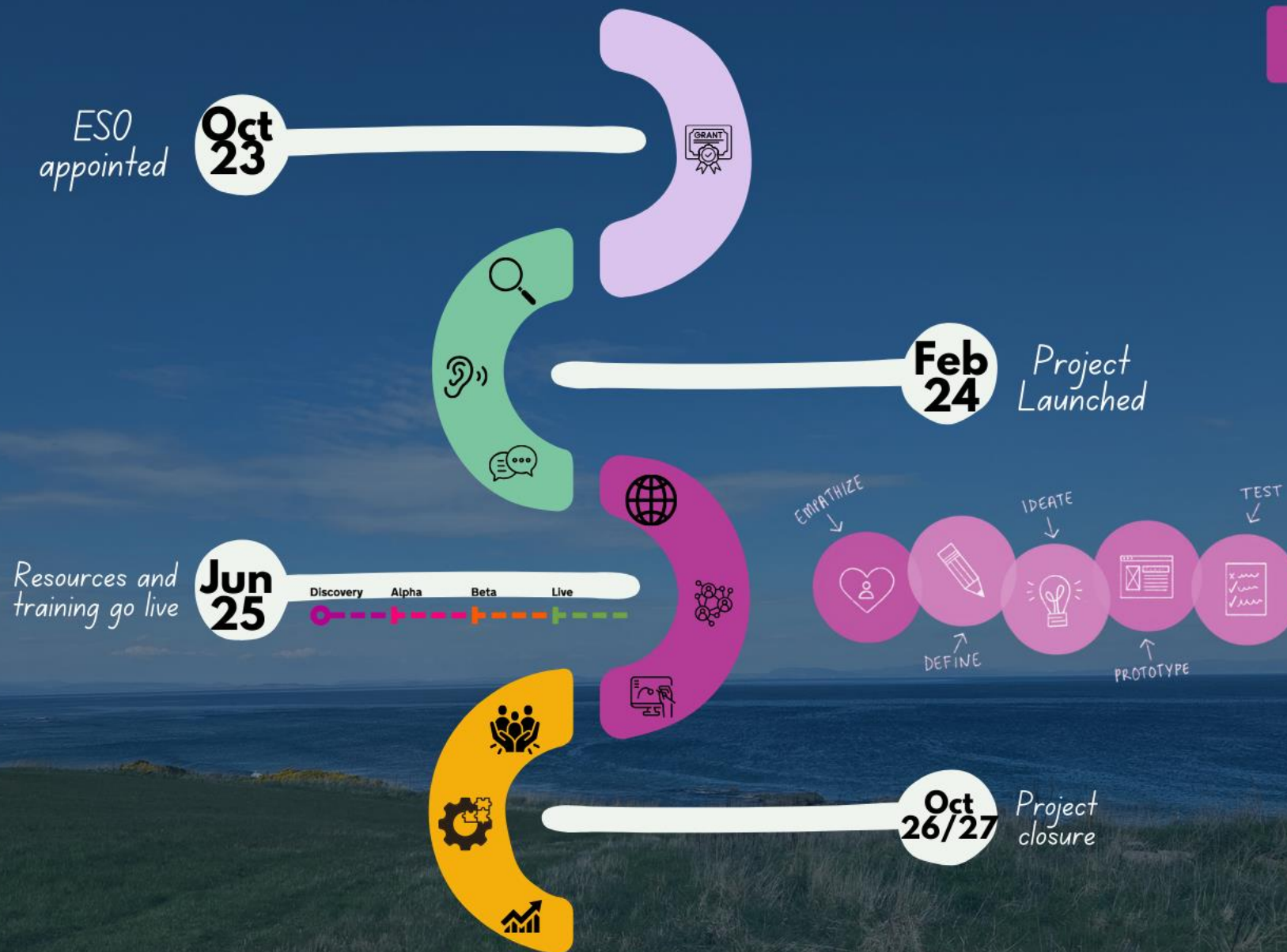
What is Moray's
Dandelion Project?



moray
council

moray.gov.uk/ArmedForcesFamilies

The Journey



Transitions Matter in Moray

The Why

- 📍 Only 4 schools in Moray don't have an Armed Forces footprint
- 👤 Approx. 1,650 military-connected children and young people
- 🏠 Many live in SFA, but others are dispersed in private housing
- 🌐 Need for authority-wide consistency in awareness and support
- 💡 Recognising where universal support meets more tailored needs



**Data captured in September 2024*

Communication and Connection

Networks and Partnerships



MAFCPG

Moray's Armed Forces Covenant Partnership Group

MAFESG

Moray's Armed Forces Education Sub-Group



MAFAN

Moray's Armed Forces Advocate Network



Children & Families

Ensuring perspectives are heard and shape developments



SCiP Alliance Scotland Hub

ADES AFFLO

SAFESG (transitions working group)

www.moray.gov.uk/ArmedForcesFamilies

Impact

SUPPORT FOR ARMED FORCES FAMILIES WITH CHILDREN IN EDUCATION

DANDELION
PROJECT MORAY

reservist and veteran families

Support for Armed Forces Families in Moray

A warm welcome to our Armed Forces community, including serving, reservist and veteran families.

www.moray.gov.uk/ArmedForcesFamilies

NEW RESOURCE HUB FOR ARMED FORCES FAMILIES IN MORAY

A One-Stop Guide for Education, Support and Wellbeing

Moray Council's Dandelion Project has launched a dedicated online resource hub for Armed Forces families, offering easy access to information and support that truly make a difference. Whether you're new to Moray, already settled here, or preparing for the next chapter, this hub is designed to help families thrive.

Growing and Adapting with the Project
Throughout the Dandelion Project, the website will grow and adapt to meet the needs of Armed Forces families. The FAQs section will expand with new questions, grouping similar themes for easier navigation. This keeps the hub clear, organised, and responsive to evolving community needs and feedback.

What's Inside?

You'll find four sections filled with practical advice, resources and opportunities:

- **For Families:** Clear guidance on navigating the Education system in Scotland and Moray, from understanding the Curriculum for Excellence to registration.
- **For Children and Young People:** Wellbeing resources that ensure their perspectives are heard and provide access to support.
- **For Schools:** Tools and advice to help educators provide the right support at the right time.
- **Dandelion Project Moray:** Information about the project, key resources and communication channels.

Explore and share news about the new hub today and see how these resources can support Armed Forces families with their child's learning journey in Moray.

LET YOUR CHILD'S SCHOOL KNOW IF YOU'RE AN... *Armed Forces Family*

Parents and carers in the Armed Forces (Regular, Reserve, and Veterans) are encouraged to inform their child's school of their service status. This ensures the school can collaborate effectively to provide informed support if and when it is needed.

Click [here](#) to find about how this information can help schools support your child in school.

Is there a deployment coming up soon? Click [here](#) to complete the form to let your child's school know.

INFORM

Update your school of your service status, at any time.

CONNECT

Keeping the school updated, ensures the right support is provided.

SUPPORT

Help your child get the best support at school.

www.moray.gov.uk/ArmedForcesFamilies

Resources



DANDELION
PROJECT MORAY

INFORM
Update your school of your service status, at any time.

CONNECT
Keeping the school updated, ensures the right support is provided.

SUPPORT
Help your child get the best support at school.

LET YOUR CHILD'S SCHOOL KNOW IF
YOU ARE AN *Armed Forces family*

DEPLOYMENT SUPPORT:

Helping Schools Support

Children Through

Deployment and Separation

When a parent in the Armed Forces is deployed or away for work, children and young people can experience a range of emotions. Schools can play a key role in helping them feel understood, supported and connected during these times.

What is a Deployment?

A deployment is when a serving parent is sent away for military duties, often for weeks or months at a time. This can include overseas missions, training exercises, or other work-related separations. Sometimes, these separations are planned in advance, but they can also happen with very little notice.

Why Informing the School Matters

Informing the school about an upcoming deployment or period of separation helps ensure timely and tailored support. Teachers and staff can check in regularly, offer extra emotional support, and make adjustments if needed. Whether the deployment is known months in advance or just days before, sharing this information ensures a child does not experience these changes alone at school.

How School Can Help

- When the school is aware of a deployment, they can:
- Offer emotional check-ins to help children and young people process their feelings, supporting their mental health and emotional wellbeing.
 - Provide a supportive environment where children feel nurtured and respected.
 - Make adjustments as necessary to ensure they feel included and supported.

How to Inform the School

Families are encouraged to complete the form linked below. The form can be:

- Filled out online and emailed directly to the school.
- Printed and dropped off at the school office.
- Collected in hard copy from local schools, St Aidan's Centre at RAF Lossiemouth, or from the Unit Welfare Office and Army Welfare Service at Kinloss Barracks.

The second page of the form includes helpful guidance explaining how this information supports a child's development and learning.

By keeping schools informed, families help create a network of care and understanding, ensuring a child's needs are met and that they can continue to thrive during these times of change.

Download the form here



SUPPORT FOR SEPARATION



When a parent is deployed, families experience separation in different ways. This page offers guidance and resources to help families and schools navigate this time, providing tailored support to meet unique needs. Whether a loved one is currently deployed or preparing for it in the future, these resources can help ensure the right support is in place.

Inform your child's school



Let the school know your family's Armed Forces status so they can better understand your child's needs. This allows tailored support during separations, such as emotional check-ins, flexible communication with the deployed parent, or additional pastoral care. Let the school know of any deployments as early as possible by completing [this form](#).

Stay connected with the unit



Staying in touch with your parent unit keeps you informed and supported. Many units have community support or welfare teams and a HIVE officer ready to help. Joining social media groups or [mailing lists](#) for local Community Support/Welfare Teams can help you feel connected.

Activities to support separation



Plan activities that keep children close to their deployed parent: countdown calendars, letters, care packages, or video messages. Comforting routines provide security during this time. For more ideas, visit Moray Council's [Armed Forces families section](#) under the 'Deployments' drop-down tab.

Connect with organisations



There are organisations ready to help during separations. The Families Federations have provided a list of support organisations for easy access, click [here](#). These offer valuable connections and practical help.

Support for young carers



If your child takes on extra responsibilities when a parent is away, they might be a young carer. Letting the school know can open doors to helpful support. [Quarriers in Moray](#), [Forces Children Scotland](#), [Carers Trust](#) and [Young Carers Scotland](#) all offer guidance and resources to help young carers feel supported and understood.

Books for comfort



Stories can be a comforting way for children to explore and understand their feelings during separation. They can offer reassurance, spark conversations, and help children feel less alone. For book lists, visit Moray Council's [Armed Forces families section](#) under the 'Deployments' drop-down tab.

Need someone to talk to?



Confidential support is available, for details visit these links for support specific to families connected to the [RAF](#), [Army](#) and [Navy](#): [The Exchange](#) (parents and young people), [D-EXY](#) (online platform), and [Kooth](#) (for young people). Locally, schools, your parent unit and [SSAFA's Service Community Team](#) are also there to listen, support and signpost you to other local resources, including [Discover Pathways Moray](#).

NOTIFICATION OF ARMED FORCES PARENTAL ABSENCE FROM HOME

Informing your child's school of any upcoming deployments or periods of separation due to the serving parent's work commitments can help ensure your child receives the right support at the right time, should they need it. Please complete this form and return it to your child's school. See the second page for supporting guidance.

1. Personal Information

Child's Name:

School:

Class:

2. About the Absence From Home

Reason for absence: ☐ Deployment ☐ Training ☐ Other:

Who's away?: Start month:

Length:

Date/s of R&R:
(If applicable & known.)

Will your child have any contact with their parent during the time away? If yes, please specify how.
(e.g. video calls, phone calls, letters, etc.)

Can we personalise your child's support by referring to where their parent will be?
(If so, please provide a generic location.)

3. About Your Child

Is this your child's first time experiencing a parental absence due to deployment or training?:
☐ Yes ☐ No

(Optional) Please describe any previous experiences and effective support strategies, or let us know what might help if this is their first time. If more space is needed, please attach an additional page.

Would you like the school to be aware of any specific emotional, social, or education support your child may need during this time? ☐ Yes ☐ No

(Optional) If yes, please provide further details:

Parent/Carer's Name and Signature: Date:

ADDITIONAL GUIDANCE FOR PARENTS

Here's some additional information to help you understand how this information will be used confidentially and why it's important.

Why Informing the School Helps

By letting your child's school know about any upcoming deployments or training absences, the school can offer support tailored to your child's needs. Changes in routine can sometimes cause anxiety or impact their learning and wellbeing, and knowing about the absence in advance allows the school to:

- Provide emotional and academic support where needed.
- Help your child understand more about where their parent is, which can create a positive learning opportunity.
- Coordinate with welfare teams to ensure families can access additional support if required.

Deployment vs. Training

It's helpful for the school to know if the absence is due to a deployment or training, as there are specific support services that may only be available to families during deployments. Schools can help connect you to these services, so sharing this information ensures you're aware of all available resources.

Sharing Location Information

If you're comfortable sharing the location and it's appropriate, where the serving parent will be, this can help the school create learning opportunities and activities that connect your child to where their parent is. For example, they might explore fun facts about the country or region, which can help your child feel more connected to their parent.

First-Time Absences

If this is your child's first experience of a parental absence, it's especially important to let the school know. The school can then offer additional reassurance and support to help them through this new experience. Every child reacts differently, and the more the school knows, the better they can provide the right care.

Support Available

By filling out this form, you're helping the school understand how they can support your child during this time. You can request updates on your child's progress or speak to staff if you have any concerns about how they're coping. If you're unsure what wider support might be available, please feel free to contact your child's school.

For more information about wider support available, please visit the 'Armed Forces Families' section on Moray Council's website. Here you'll find key points of contact for Moray Council, RAF Lossiemouth, 39 Engineer Regiment and Kinloss Barracks, alongside a support guide for deployment activities at home.

Support for Armed Forces Families in Moray

A warm welcome to our Armed Forces community, including serving, reservist and veteran families.

Moray Council has signed the Armed Forces Covenant, reinforcing our commitment to ensuring the continuity of education for children from Armed Forces families. The Covenant seeks to address any challenges that might arise due to their parent's military service, ensuring that all children have equitable opportunities to succeed.

We understand that military life can bring unique transitions and we are here to help children navigate these changes. Our aim is to provide a stable and supportive environment where they can thrive academically and personally.

Click the buttons below to access more information for:

- [Families](#)
- [Children and Young People](#)
- [Schools](#)
- [Dandelion Project Moray](#)



DANDELION PROJECT MORAY moray council

Supporting children and young people from

ARMED FORCES FAMILIES

in Education

A guide to help Armed Forces families navigate primary and second education in Moray.

DANDELION PROJECT MORAY

INFORM CONNECT SUPPORT

LET YOUR CHILD'S SCHOOL KNOW IF YOU ARE AN Armed Forces family

www.moray.gov.uk/ArmedForcesFamilies

DANDELION PROJECT MORAY

NOTIFICATION OF ARMED FORCES PARENTAL ABSENCE FROM HOME

Informing your child's school of any upcoming deployments or periods of separation due to the serving parent's work commitments can help ensure your child receives the right support at the right time, should they need it. Please complete this form and return it to your child's school. See the second page for supporting guidance.

1. Personal Information

Child's Name: _____
School: _____
Class: _____

2. About the Absence from Home

Reason for absence: ☐ Deployment ☐ Training ☐ Other: _____
Who's away?: _____ Start month: _____
Length: _____
Date's of R&R: _____
(If possible, please provide a return date.)

Will your child have any contact with their parent during the time away? If yes, please specify how.
(Via video calls, phone calls, letters, etc.) _____

Can we personalise your child's support by referring to where their parent will be?
(If yes, please provide a generic location.) _____

3. About Your Child

Is this your child's first time experiencing a parental absence due to deployment or training?
☐ Yes ☐ No
(Optional) Please describe any previous experiences and effective support strategies, or let us know what might help if this is their first time. (If more space is needed, please attach an additional page.) _____

Would you like the school to be aware of any specific emotional, social, or education support your child may need during this time? ☐ Yes ☐ No
(Optional) If yes, please provide further details: _____

Parent/Carer's Name and Signature: _____ Date: _____

Impact

Resources

glow

learnPro

6 speedy SUCCESSES

Here are some tips to help you make an IMPACT to enhance support for your pupils from Armed Forces families.

I Identify **M** More **P** Plan **A** Advise **C** Connect **T** Transition

DANDELION PROJECT MORAY

DEPLOYMENTS

Voices of children and young people from Moray

DANDELION PROJECT MORAY

TRANSITIONS

Voices of children and young people from Moray

DANDELION PROJECT MORAY

FUNDING OPPORTUNITIES 2025

guide for schools in Moray

Supporting Children from Armed Forces Families in Education

ARMED FORCES EDUCATION TRUST THE ARMED FORCES COVENANT FUND TRUST Funded by HM Government

DANDELION PROJECT MORAY

MONTH OF THE MILITARY CHILD

pack for schools in Moray

Connect Support Celebrate

DANDELION PROJECT MORAY

The Dandelion Drop

WEEKLY BULLETIN SEEDS OF SUPPORT

ISSUE 10 | 27 FEBRUARY 2025

2025

NEW FUNDING OPPORTUNITY FOR SCHOOLS! (see more on page 2)

Weds 12 | All Day In schools (South Careers Action Day)

Mon 24 | 1600-1700 Online, book here (SCF Alliance Thriving Lives Toolkit Webinar - Parents are engaged)

April MONTH OF THE MILITARY CHILD

Mon 21, Weds 23 | Various times In schools (For participating schools, you can view the workshop timetables page)

FRID 25 | All Day In school (Invite your school community to Purple Up for Month of the Military Child (MoMNC), see information page)

QUICK WIN of the week

Do families in your school know who their parent is? Share that they're an Armed Forces family? The guide takes families through the reasons and benefits for you, A&B to your school website and more! Part of your registration pack.

MORAY'S DANDELION PROJECT

- 📌 **Resources co-created with practitioners, bases and schools**
- 📈 **Focus moving to long-term sustainability and embedding into systems**
- 🤝 **Listening and partnership remain central to how we work**
- 🔍 **Always asking: how will this still support schools in 5-10 years?**

DANDELION

PROJECT MORAY



In partnership with:



39 ENGINEER REGIMENT
KINLOSS

Supported by:



Priyanka Chard

Education Support Officer (Dandelion Project)

DandelionProject@moray.gov.uk



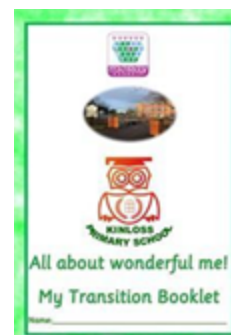


Kinloss Primary School

Principle 4: Transition

Rachel Wolford, Head Teacher

THE ARMED FORCES COVENANT FUND TRUST
Funded by HM Government



2019: Jan - RW joined KPS **Oct** – HMIE Inspection

Kinloss Primary School has a very high proportion of children from transient military families who join and leave the school throughout the session. Many families come from across the United Kingdom and more widely.



2020: Covid!

Changing of transition approaches, more online, updating of website sharing of greater information



2021: Transition research evidence in RW's Masters – evidence and research based to inform thinking across the staff

Successful Covenant Funding and creation of online training toolkit for Moray – focus on everyone involved in the transitions not just the child, creation of greater resources to support transitions

Title:

What are the key considerations for a school leader, to successfully implement educational transitions for children from Armed Forces Families?

A dissertation presented in partial fulfilment of the requirements for the degree of MSc in Leadership at the School of Education, University of Aberdeen.

Word Count: 17,280

2022: Sharing of Toolkit and approaches with school staff and Moray Headteachers

2023 – 2024: training of Moray NQTs in supporting children from Forces Families in Moray – Transitions and Deployments

2025: Updating Transition Policy and resources





| Kinloss Primary School – Number of schools current cohort have attended: April 2025 | | | | | |
|---|------------|-------------|---------------|--------------|----------------------|
| Year Group | One School | Two Schools | Three Schools | Four Schools | Five or more Schools |
| Primary 1 | 17 | 5 | | | |
| Primary 2 | 21 | 7 | | | |
| Primary 3 | 12 | 12 | 2 | 1 | 1 |
| Primary 4 | 19 | 10 | 1 | | |
| Primary 5 | 14 | 10 | 5 | 1 | 2 |
| Primary 6 | 13 | 2 | 9 | 4 | 2 |
| Primary 7 | 10 | 8 | 2 | 1 | 4 |

P4 has had 59 learners in its cohort since P1 in 2021/ 2022.

Of the 59 learners, 20 have remained from Primary 1, 39 children have joined or left us, a total of 34%.



P7 has had 61 learners in its cohort since P1 in 2018/ 2019.

Of the 61 learners, 10 have remained from Primary 1, 51 children have joined or left us, a total of 16% have remained.



There is limited research, documentation and understanding of the impact of Transition due to Exceptional Mobility (frequent moving due to Serving personnel's postings to a new location) for AFF children.

Dr Evelyn Bowes's work: Researching the experiences of children and young people from armed forces families in 2019 provided a small insight into the experiences of AFF children.

"Scotland's Schools Can and Should do more for Forces Kids." Dr Evelyn Bowes

RCET (The Royal Caledonia Education Trust, now Forces Children Scotland) commented on her work:

Forces children can face a range of issues in, and out of the classroom included disrupted learning, lower attainment and poor confidence and wellbeing as a result of regularly moving around, and parental deployments. These can for some children act as a real barriers to achieving their full potential in education, and in life.

Dr Bowes' research highlights that currently children moving to Scotland with their family are experiencing a lottery when it comes to the provision of support in schools across the country.

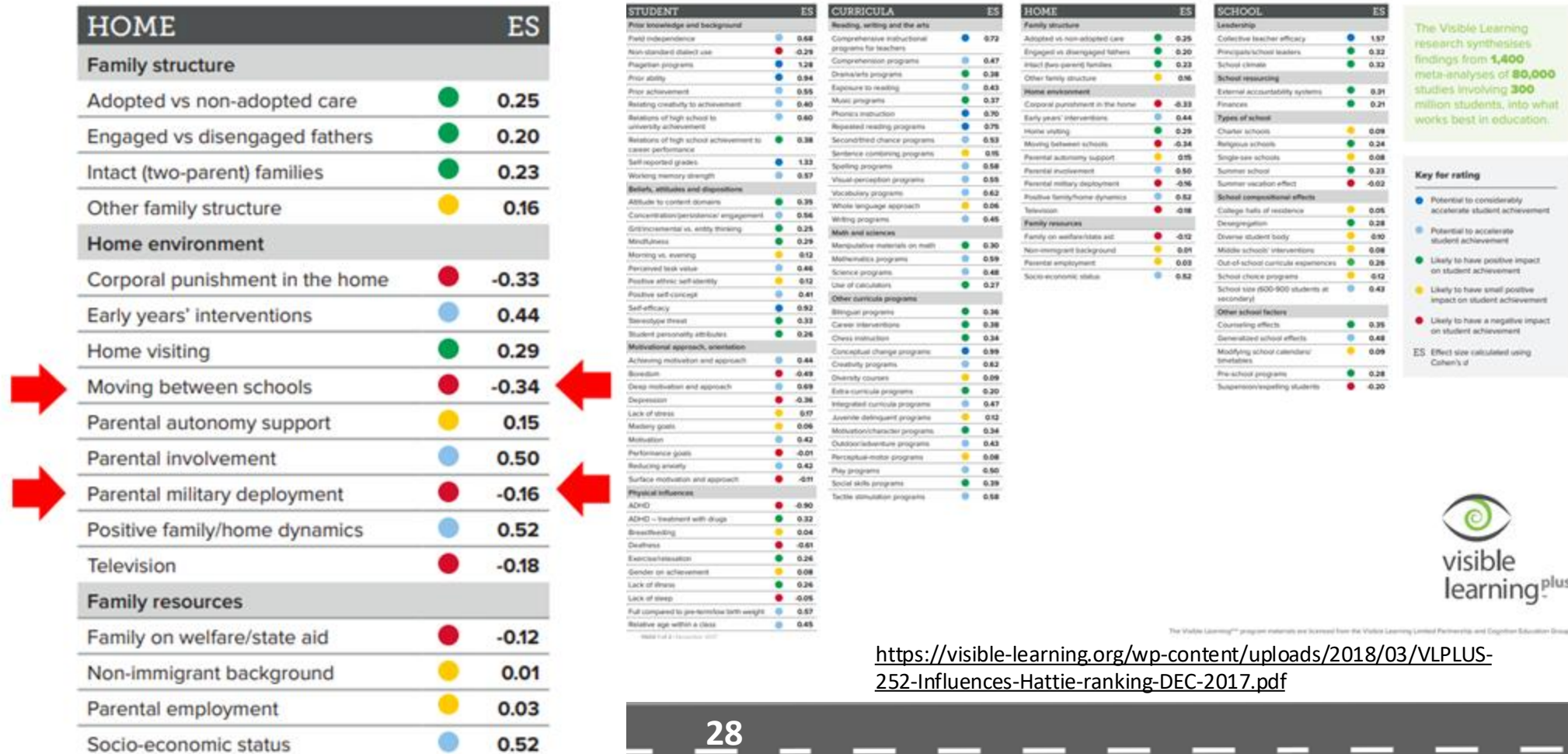
However, Dr Bowes is clear that things can, and should change for the better. She says, ***"there is scope for schools to positively contribute to the experiences of children from forces families."***

Dr Bowes thesis can be accessed here: <https://www.storre.stir.ac.uk/handle/1893/28852#.Y8lVH3bP2Uk>

Section 3: Transition Theories and Research for AFF children

With limited research and understanding into the impact on AFF children's experiences, it is a challenge to identify the impact either negative or positive on an AFF child. Hattie analysed meta data in his 250+ influences on student achievement and included moving between schools and deployment as having a negative impact on student achievement. However, his research regarding this was mainly completed using studies in the US, not the UK.

Visible Learning^{plus} 250+ Influences on Student Achievement



<https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>



**Do you think that AFF transitions are the sole responsibility of
the child and family?**

**Or are AFF transitions a collective responsibility of everyone
involved in the transition both in and out of school?**



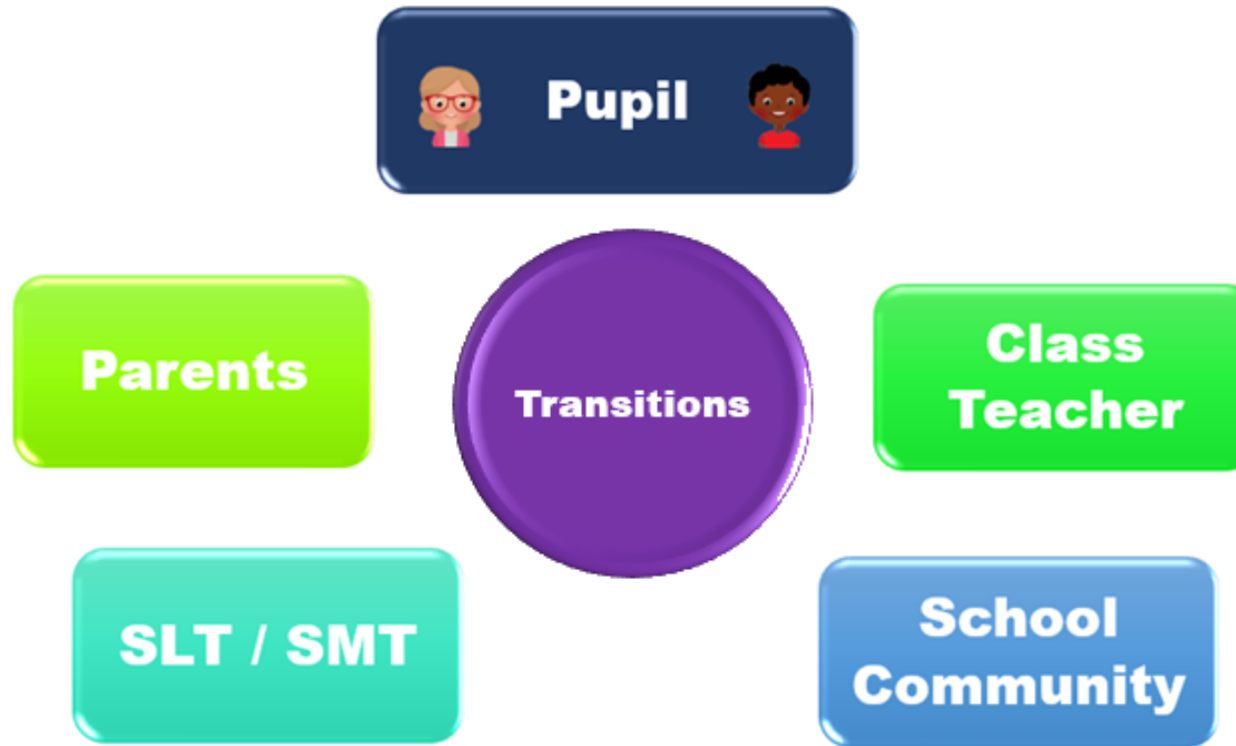
As education staff we are aware of the main points of transition for most children in our schools: pre school to Nursery, Nursery to Primary 1 and Primary 7 to S1. These vertical transitions that are planned and expected by the whole school community. Often AFF transitions happen quickly and unexpectedly by leaving and receiving school, at any point in the school year, and often in isolation for the pupil and family leading to a diagonal transition.

So how do we as educators, support AFF children to have a holistic and positive educational transition into our schools? Is it the sole responsibility of the class teacher? The Head teacher? The Parents? The Child? Or is there a collective responsibility within our schools to ensure that our transitions are inclusive, equitable, have GIRFEC at the heart of our practices, respect their Rights and ensure everyone experiences a positive educational transition.

If we consider Galton's Five Bridges, and the number of transitions AFF children experience during their educational journey, transition becomes a more interwoven experience, and all stakeholders have their opportunities to support and enhance educational transitions for AFF children and their families.



When considering educational transitions for AFF children we need to be able to recognise the different distinct stakeholders in the transition. Each group has different concerns and investments in the transitions and approaches them from very different perspectives.



“Getting transition right requires focus. Even one broken thread can unravel the strand, disrupting a pupil’s learning journey. Those who do not make a successful transition can feel marginalized, unwelcome, and not respected or valued by others.” (Mould, 2020)



"I am afraid to be the new boy, I don't like new situations."



"I am so gutted to be saying goodbye to my friends."



Joining a new school can evoke a range of emotions for many AFF children, both positive and negative. Often, they know other AFF children from previous postings. Sometimes they do not want to engage in the local community due to their previous experiences of transition and it may take some time for them to feel part of the school community.

Emotions when joining a new school:

- Happy
- Worried
- Excited
- Anxious
- Sad
- Scared
- Upset

Worries when joining a new school:

- I miss my old friends
- Will I make any friends?
- I'll feel like an outsider
- Children being unkind
- Serving parent being deployed soon
- The work being too hard
- Having no one to talk to



AFF children's thoughts about moving schools:

- I don't like it
- I have become used to it
- It's exciting I get to see a lot of different places
- I enjoy it, I have friends from lots of different places
- I wish we stayed in just one place
- I like it

Survey of 76 pupils, answers rated in order (Wolford 2021)

I do it every 2 / 3 years, so I kind of get used to it but it is still hard saying goodbye." (Primary 5 pupil)



Concerns from parents can be separated into two distinct Categories: Academic concerns and Wellbeing concerns which can appear at both transitions in and out of schools. Sometimes, when the transition is happening one parent is away which can lead to increased pressure for the family.

Academic concerns

- Concerns about their child's academic progress and attainment whilst educated in Scotland
- The Scottish Curriculum
- Their child being held back whilst in Scotland
- Their child being behind when re joining a different curriculum
- EAL concerns

Not all AFF parents have these concerns and some appreciate the flexibility of the Scottish curriculum

Wellbeing concerns

- Friendships
- Settling into the community at the new home / school
- Anxiety from their child
- Behaviours from other children towards their child
- Being away from family and missing a support network
- Behaviours from their child as they settled into school
- Additional Support Needs / SEN already identified
- Additional Support Needs / SEN not already identified





What would help you to support a new AFF child into your classroom?

- Passing on Information before the child joins the school
- Record of HWB concerns
- ASN information
- A telephone conversation with the previous teacher
- Pieces of the child's work
- Additional time to familiarise yourself with the child's work
- Additional time to get to know the child
- A record of Academic Achievement
- Meeting with parents to discuss concerns

What would help you to support an AFF child leaving your classroom?

- Passing on Information before the child joins the school
- Additional time to compile information and write academic / HWB reports for the next school
- Additional time to help prepare the child
- Additional time to compile ASN information
- A telephone conversation with the next teacher
- Pieces of the child's work
- Additional resources to help you and the school support children with exceptional mobility

IN TRANSITIONS / OUT TRANSITIONS





Section 4: Transition into and out of schools in Moray, Scotland



Senior leaders and supporters of AFF children across Scotland were invited to participate in the questionnaire, (Wolford, 2021). The respondents comprised of twenty Head Teachers, nine Depute Head Teachers and 3 other senior supporters of AFF children in Scotland. They ranked the concerns they have to support AFF children in their school.

| | Total Reponses |
|---|----------------|
| The impact of deployment | 25 |
| Transitions into your school | 22 |
| Parental expectations of the Scottish Curriculum | 22 |
| Parental expectations of attainment / achievement in comparison to another curriculum | 19 |
| Attachment issues | 17 |
| Health and Wellbeing Concerns - a requirement for additional nurture support | 16 |
| Accessing support for AFF children - CLPL or practical support | 14 |
| Transitions out of your school | 13 |
| Accessing funding to support AFF children | 13 |
| Additional Support Needs and accessing funding to support the child | 12 |
| Lack of reliable data | 11 |



| | Total Reponses |
|---|----------------|
| Early Entry for Primary pupils | 10 |
| Tracking academic progress and the educational value you add as a school to the AFF pupils | 8 |
| A lack of understanding from colleagues about the additional challenges you face supporting AFF | 7 |
| Organising and staffing support groups | 7 |
| A lack of parental engagement | 6 |
| HMIE attainment data for AFF children | 6 |
| Behaviour from the new pupil | 6 |
| The impact on administrative staff and increased workload | 5 |
| Poor academic achievement from the pupil requiring additional support | 5 |
| The impact on Senior Leaders of the increased workload | 4 |



There are many considerations for the school communities who support AFF children with exceptional mobility.

Transitioning into school:

- Welcoming the child and their family
- Pre arrival information sharing / paperwork
- Practical elements (uniform / lunches)
- Settling into the school
- Making friends
- Learning the school routines
- Learning the geography of the school
- Assessment / progress / attainment
- Addressing any ASN / ongoing ASN assessments
- Support when missing old school / friends / routines
- Support when finding it tough to settle into the new school



Transitioning into school:

- Managing the news of a move to a new school
- Supporting finding out about the new school
- Supporting the child if they do not know their new school (other countries have different enrolment processes)
- Managing the potential loss of friendships
- Supporting communication methods between friends
- Preparing leaving information / reports / assessments
- Supporting disengagement at current school and potential changes in behaviours (see pupil slide)
- Supporting the loss of friendships / attachment challenges of the pupils remaining at school

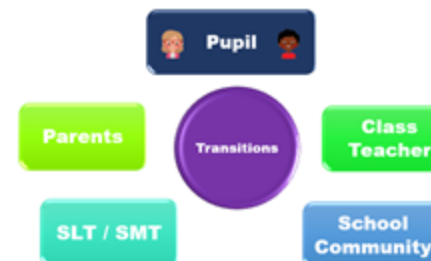


4.1

To what extent does your school identify Armed Forces children?

EMERGING
DEVELOPING
EMBEDDING

- Families are asked to self-identify on enrolment and are regularly given other opportunities to do so throughout the year (e.g. e-mails, newsletters).
- Armed Forces parents are invited to weekly drop-in coffee sessions to meet members of Army Welfare Service and school staff responsible for supporting Armed Forces children.
- Prominent display boards highlight Armed Forces children and their achievements.



Month of the Military Child – Friday 26th April



Following on from our successful Month of the Military Child celebration last year, we are planning a similar celebration this year. On

Friday 26th April we will be celebrating the Month of the Military child #MOTMC with a wear purple / dress down day on Friday 26th April. We will also be holding a celebration assembly at 9.15am which all parents and carers are welcome to join us for. Our whole school have been learning this year's Never Such Innocence song with Mrs Gray and Mrs Homer, and we look forward to hearing their performance on the day. We will be holding a coffee morning after the assembly at approximately 10.15am, which everyone is welcome to join us for. Mrs Homer will also be running a bake sale to raise funds for resources for our school. All children will be able to participate. Any donations for these events are very welcome.

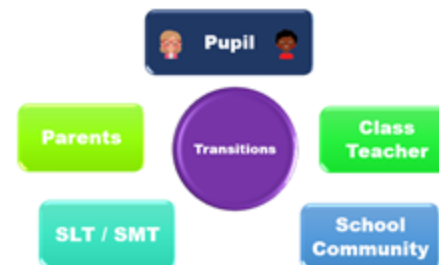


4.2

To what extent do you work with outgoing and incoming Armed Forces families through the long transition process?

EMERGING
DEVELOPING
EMBEDDING

- When families first make contact, information is shared about the school and its enrolment process and a telephone conversation with the Head Teacher is arranged. A range of specially created transition resources are shared with the family, including: a welcome booklet about the school written by the pupils, a welcome video and an All About Me information sheet for the new family to complete and return to the school office.
- Upon arrival at the school, a full tour is given to the family by a member of the Senior Leadership Team, with introductions to the class teacher and new children's classmates.
- On the first day, the family is welcomed by the class teacher and Support for Learning Teacher, who show the family the practical aspects of the start and end of the school day.
- The Armed Forces Pupil Support Worker (PSW) introduces herself in a one-to-one session on the first day, ensuring that the family knows that she and the Head Teacher are their main points of contact.



What does transition, both in and out, look like at Kinloss Primary School?

UNIQUE!

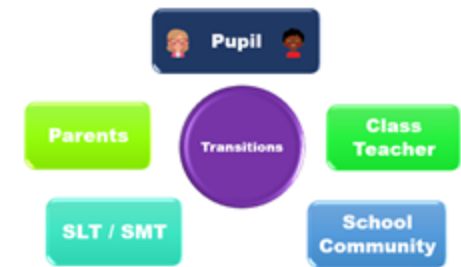
It's all about communication – timely and as early as possible!



4.3 To what extent do you welcome Armed Forces families, both before and after their moves, and ensure a positive experience from the first day?

EMERGING
DEVELOPING
EMBEDDING

- Initial contact is made by either a telephone call or an email from the school's website.
- A welcome pack of information is emailed to the new family, including a shorter school handbook, a [welcome video](#) to introduce the staff and the environment, and the All About Me form to be returned to the school.
- A member of the Senior Leadership Team telephones to speak to the family and arranges a date for them to visit the school.
- On the first day of school, the class teacher meets the pupil at reception and takes them to the school lines, whilst a senior leader shows the parents where to drop off and pick up their child.
- The school has a well-established buddy system.
- The Armed Forces Pupil Support Worker makes contact on the child's first day to introduce themselves, transition support structures are also included on the schools website. A settling in period is identified with the family, and a date for a follow-up meeting is arranged.



4.4 To what extent do you work with Armed Forces children's previous or future schools to transfer records and find out about learning, wellbeing, achievements, interests, skills and their family context?

EMERGING
DEVELOPING
EMBEDDING

- As soon as the school office knows which school an incoming child has been attending, contact is made with that school to request transfer of records and to discuss any additional support needs.
- Class teachers have conversations with the child's previous class teachers to find out where the child is in their learning, along with any additional information about their progress, motivators and things that can help to engage them in their learning.
- Requesting records and additional information includes safeguarding concerns and contact details of other professionals involved with the family.
- This is also done with a receiving school when a child leaves Kinloss Primary School.

Primary School: All about me - transition information for my new teacher

My name is _____ and this is a little bit about me!

I really like ...

How would you describe your child's personality?

What motivates your child?

How well does your child adapt to new situations and surroundings?

My child's strengths are ...

My child doesn't really don't like ...

In school, I hope my child will ...

My child enjoys playing with ... at school ...

My child looks forward to attending school

My child goes into school independently

My child needs reminders about positive behaviour

My child interacts with other children really well

yes / no

yes / no

yes / no

yes / no

Thank you very much for completing this form for us, please return it to:

Admin@kinlossprimary.co.uk

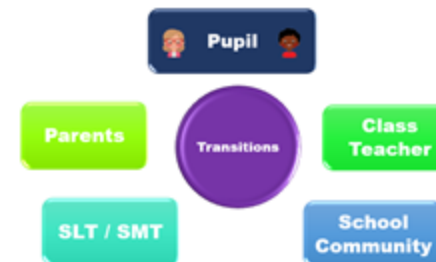
Kinloss Primary School Transition Video 2024



4.5 To what extent do you minimise discontinuity in additional support, for example by minimising re-assessment of needs?

- Prior to a child with a recognised additional support need joining the school, several conversations take place with the previous school and parents, and paperwork (e.g. an Education Health and Care Plan or Child's Plan) is shared so that the school has a good understanding of the level of need.
- The school's staff uses information from previous assessments to ensure continuity of support and specialist services are provided where possible, as quickly as possible.
- A Child Planning Meeting is organised within the first few weeks to identify how the child is settling into school and to ensure that referrals to specialist services are made quickly to maintain continuity of support, as far as possible.

EMERGING DEVELOPING EMBEDDING



4.6 To what extent do you help Armed Forces children build new and maintain existing relationships?

- The Armed Forces Pupil Support Worker arranges 1:1 and small group support sessions to help new pupils deal with the loss of previous friends and to help them start to build new friendships.
- Class and support teachers use daily emotional check-ins to allow pupils to discuss how they are feeling.
- The PSW also performs a daily check-in across all classes specifically for Armed Forces children and runs a daily lunchtime club to support building new friendships.
- When required, access to nurture groups and Seasons for Growth is arranged to support children as they transition into school.

EMERGING DEVELOPING EMBEDDING



So, what is next for us supporting our Armed Forces Children?

- Listening to our children about their lived experiences and learning from them
- Updating our Welcome Letters for new pupils
- Updating our Transition Videos and Welcome videos
- Reviewing and finalizing our Transition Policy for 2025
- Exciting developments from Our #MOTMC of working with the *Kinloss Military Wives Choir* and *Never Such Innocence*
- Preparing for our next transitions in and out at the end of the year

“We’re living and breathing this (supporting AFF children) and it’s a massive part of our teaching day. I hope it helps other teachers too.”
Kinloss Primary School Class Teacher.





Thank you for listening to this presentation, I hope it was informative. I hope our Case study will prove to be useful for Educators engaging in the SCIP Alliance's Thriving Lives' Toolkit.

Thank you to all of the Armed Forces Children, Mrs Homer, (our amazing AFF PSW) and our fantastic school staff at Kinloss Primary School.



THANK YOU

Thank you for attending our online webinar. We appreciate your participation and hope you found it valuable.

To help us improve future sessions, please take a moment to complete the [evaluation form](#).

Your feedback is greatly appreciated.

