

SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent. School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation. School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either not fully embedded or consistently applied by all staff, or both.	Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact. School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be both embedded and consistently applied by all staff.

EXAMPLES FROM PRACTICE

4.1 To what extent does your school identify Armed Forces children? - Families are asked to self-identify on admission or when initial contact is made. - The school's leadership works in close liaison with the Commanding Officer from the nearby camp to identify early moves into and out of the area. - The benefits of self-identifying to the school as a military family are highlighted in the school's Families Welcome Pack.	EMERGING DEVELOPING EMBEDDING
4.2 To what extent do you work with outgoing and incoming Armed Forces families through the long transition process? - The school's Armed Forces Support Worker (AFSW) liaises closely with Army Welfare Service (AWS) and the Army Welfare team to provide both universal and targeted support to families for as long as is necessary, during the transition process. - A dedicated lunchtime military group provides ongoing staff and peer support. - The AFSW runs a Breakfast Club where new pupils can meet others to facilitate a smooth transition into the school.	EMERGING DEVELOPING EMBEDDING
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? - Families are made aware of local events to support their settling in process. - The AFSW meets with all families on their first day – or before, if possible. - A tour of the school is led by the AFSW and another pupil from an Armed Forces family. - New pupils are introduced to their buddies – both military and civilian – who support them both in school and, where possible, in the wider military community. - Buddies introduce new pupils to the Inclusion room where they can go for support if they are feeling anxious or overwhelmed. - The AFSW is also the vice chair of the Military Families Committee which meets every three weeks at the local barracks, providing new families with practical support about joining the school. - New families know that the AFSW is their first point of contact, even before they join the school.	EMERGING DEVELOPING EMBEDDING

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

- When possible, early contact is made with previous and receiving schools, before entry and departure, to gain / give relevant information from / to families.
- Records are shared with the receiving school shortly after a pupil leaves.
- Previous schools are contacted by telephone, if no records are received.
- Where appropriate, direct contact is made with guidance/ support staff from a previous school to gather information about a pupil's learning, wellbeing, achievements, interests, skills and family context.
- The AFSW makes personal contact with previous schools to gather additional information about new pupils.
- Zoom calls with previous and receiving schools are arranged, where possible, to support the transition process.

4.5

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

EMERGING
DEVELOPING
EMBEDDING

- Prior learning is considered and supported by additional internal assessments, if necessary.
- The AFSW liaises promptly with relevant external agencies to share information from previous school and identify what support and resources are required.
- The AFSW works with new pupils and their families to identify and, where possible, resolve issues of discontinuity, e.g. where course subjects have previously been chosen but are no longer available and additional support may be required.

4.6

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

EMERGING
DEVELOPING
EMBEDDING

- Pupils are encouraged to attend Breakfast and Lunch Clubs.
- Pupils are invited to the Inclusion room where they can meet and build friendships with other pupils.
- New pupils are paired with buddies - both Armed Forces and Civilian.

SCHOOL LEADER ADVICE

'Staff need to be aware that transition is an ongoing and sometimes long process, with many potential ups and downs. Staff also need to be kept informed about what is happening in the military regarding deployments and upcoming moves – ongoing liaison and communication with the local military personnel is crucial to supporting smooth transitions. Ensuring that new pupils are provided with the opportunities to build friendships with military and civilian peers, is really important.'