Introduction

The S6 Transitions Programme offers both generic support to all S6 pupils in LIFT OFF partner schools who have demonstrated a desire to study at Higher Education (HE) level at college and/or university, as well as tailored advice and guidance to core pupils in S6. This extra level of support for Core Pupils is provided through the 'S6 Transitions Support Service' which offers Core Pupils the opportunity to attend LIVE Microsoft Teams events, have DM conversations with a member of the LIFT OFF staff, and to submit up to three drafts of their personal statement to LIFT OFF for feedback.

The aims of the S6 Transitions Programme are to equip pupils with the appropriate skills to navigate college/university application portals (for example UCAS) and how to write a successful personal statement. The programme will also aim to develop pupils' confidence as they take their next steps after school. The desired outcomes of the programme will increase the confidence of pupils prior to entering HE and during their initial years in HE. Pupils will develop the keys skills required to succeed in HE such as learning styles, budgeting and searching for accommodation.

The rationale is that by supporting full S6 cohorts with the college/university application process, we can help to provide generic support to all pupils applying to HE from schools with historically low progression to HE. Tailored advice and guidance for Core Pupils will provide equity.

Context

Key recommendations from AY 20/21:

- Maintain 4 session outline with each session being 1 period in length.
- Maintain S6 "preview" before summer holidays to encourage pupils to use their summer holidays effectively.
- Trial session 3 personal statement "drop-in" for any S6 pupils with specific problems with their personal statements. In-school reminder emails will make it clear that pupils should be selected by school staff before drop-in session to alleviate pressures on LO staff. Where possible, sessions should be multi-staffed.
- Maintain extension of personal statement editing provision to Tier 2 Core Pupils.
- Maintain online and remote elements of the S6 Transitions Support Service i.e. LIVE sessions for core pupils, Teams content, DMs, and phone calls.
- Engage student volunteers in the S6 Transitions Service.
- Maintain pupil attendance tracking spreadsheet first adopted in 2019 which details number of pupils in attendance at each session as well as a space for staff reflection on the successes and areas for improvement in the session delivery.

For 21/22 the S6 Transitions Programme continued with the 4 session outline with each session (apart from the personal statement drop-in) being 1 period in length. The programme was split into the following sessions:

- S6 Session 1 – Applying to Higher Education
- S6 Session 2 – Your Personal Statement
- S6 Session 3 – Personal Statement Drop-in
- S6 Session 4 – Taking the Next Steps

It was also agreed to continue with the Transitions Support Service, offering pupils the opportunity to send personal statements drafts to LIFT OFF (see Personal Statement Support evaluation report). Core pupils were also offered the opportunity to join 3 LIVE online sessions which followed on from the Transitions Programme:

- S6 LIVE: Workshop 1
- S6 LIVE: Workshop 2
- S6 LIVE: Workshop 4

These online MS Teams workshops provided opportunities for student volunteer input.

Throughout the academic year a number of our partner schools were not allowing visitors due to COVID-19 restrictions therefore the S6 Transitions Programme and Transitions Support Service delivery was adapted, offering the schools the following methods:

1. In-school delivery of S6 Transitions Programme sessions
2. LIVE sessions using MS Teams (delivering sessions to pupils in their classes)
3. Send school contacts recordings of S6 Transitions Programme sessions.

After the creation of the new LIFT OFF website, the 'S6 Resource Page' was created - an offline website page only accessibly via a link. Our S6 Core Pupils would be able access session recordings; additional resources; external links; key dates and much more.

Method

For 21/22, the S6 Transitions Programme followed the delivery timeline below:

S6 Session 1 – Applying to Higher Education	S6 Session 2 – Your Personal Statement		S6 Session 3 – Personal Statement Drop-in		S6 Session 4 – Taking the Next Steps					
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

In addition, the S6 Transitions Support Service offered S6 Core Pupils the following support:

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	S6 LIVE: Workshop 1	S6 LIVE: Workshop 2	Personal Statement Support (3 drafts)				S6 LIVE: Workshop 4			

The 'S6 Transitions Programme' channel was created on MS Teams as a central hub for resources, planning documents and evaluation. The '21-22' folder in the channel files was split into each element of the S6 Transitions Programme and Transitions Support Service, allowing staff to easily retrieve documents. A 'planning document' was created for each session including: session content; staff roles & responsibilities (including deadline dates); delivery schedule (including method); communications outline; resources (including documents to be added to S6 Resource Page).

The 'S6 Attendance Tracker 21-22' document was created to record pupil attendance at each session as well as a place for staff reflection and additional notes. It also provided the LIFT OFF team an accurate way of recording how the sessions were delivered (in-school; LIVE MS Teams; recording sent) – due to COVID-19 restrictions.

The 'S6 Programme – Staff Feedback' document was created and added to the channel allowing LIFT OFF staff to provide feedback throughout the academic year as we transitioned from one session to the other. This was really important as it allowed the team to make adaptations to sessions to suit the needs of their cluster schools.

Our LIFT OFF school contacts received reminder emails regarding the method of delivery (including date, time and room requirements). S6 Core Pupils received text message reminders insuring we could reach the maximum number of pupils across our partner schools.

Output

<u>Engagement Figures</u>

In AY 20-21 the S6 Transitions Programme immigrated to online delivery. All sessions were condensed into videos and uploaded to the LIFT OFF YouTube channel, sending Core Pupils the links to the 'unlisted' videos. For AY 21-22, the following tables highlight the attendance for each session of the S6 Transitions Programme and Transitions Support Service, including the school tier and method of delivery (School = S; Online = O; Recording = R)

Table 1:

S6 Session 1 – Applying to Higher Education			
School	Tier	Attendance	Method
Beath High School	1	36	S
Lochgelly High School	1	55	S
St. Columba's RC HS	1		
Woodmill HS	1	60	S
Glenrothes HS	1	-	R
Glenwood HS	1	-	R
Kirkcaldy HS	1	-	R
Levenmouth Ac	1	-	R
Baldragon Ac	1	14	S
Braeview Ac	1	9	S
Craigie HS	1	35	S
Morgan Ac	1	80	S
St. John's RC HS	1	30	S
St. Paul's RC Ac	1	-	R
Arbroath Ac	1	0	O
Dunfermline HS	2	110	S
Viewforth HS	2	5	S
Auchmuty HS	2	-	R
Harris Ac	2	78	S
Arbroath HS	2	40	O
Brechin HS	2	26	S
Bell Baxter HS	3		
Waid Ac	3	-	R
Forfar Ac	3		

Table 2:

S6 LIVE: Workshop 1	
No. S6 Core Pupils	Attendance
278	24

Table 3:

S6 Session 2 – Your Personal Statement			
School	Tier	Attendance	Method
Beath High School	1	34	S
Lochgelly High School	1	-	R
St. Columba's RC HS	1		
Woodmill HS	1	60	S
Glenrothes HS	1	-	R
Glenwood HS	1	-	R
Kirkcaldy HS	1	-	R
Levenmouth Ac	1	-	O
Baldragon Ac	1	23	S
Braeview Ac	1	12	S
Craigie HS	1	29	S

Morgan Ac	1	62	S
St. John's RC HS	1	13	S
St. Paul's RC Ac	1	49	S
Arbroath Ac	1	0	O
Dunfermline HS	2	95	S
Viewforth HS	2	1	S
Auchmuty HS	2	-	R
Harris Ac	2	105	S
Arbroath HS	2	28	S
Brechin HS	2	26	S
Bell Baxter HS	3		
Waid Ac	3	-	R
Forfar Ac	3		

Table 4:

S6 LIVE: Workshop 2	
No. S6 Core Pupils	Attendance
278	21

Table 5:

S6 Session 3 – Personal Statement Drop-in			
School	Tier	Attendance	Method
Beath High School	1	7	S
Lochgelly High School	1		
St. Columba's RC HS	1		
Woodmill HS	1	0	S
Glenrothes HS	1		
Glenwood HS	1	16	S
Kirkcaldy HS	1		
Levenmouth Ac	1		
Baldragon Ac	1	10	S
Braeview Ac	1	4	S
Craigie HS	1	8	S
Morgan Ac	1	0	S (afterschool)
St. John's RC HS	1	13	S
St. Paul's RC Ac	1		
Arbroath Ac	1		
Dunfermline HS	2	52	S (multiple sessions)
Viewforth HS	2	0	S
Auchmuty HS	2		
Harris Ac	2	29	S
Arbroath HS	2	6	S
Brechin HS	2	8	S
Bell Baxter HS	3		

School	Tier	Attendance	Method
Waid Ac	3		
Forfar Ac	3		

Table 6:

S6 Session 4 – Taking the Next Steps			
School	Tier	Attendance	Method
Beath High School	1	35	S
Lochgelly High School	1	19	S
St. Columba's RC HS	1	2	S
Woodmill HS	1	5	S
Glenrothes HS	1	-	R
Glenwood HS	1	31	S
Kirkcaldy HS	1	50	S
Levenmouth Ac	1	33	S
Baldragon Ac	1	0	S
Braeview Ac	1	8	S
Craigie HS	1		
Morgan Ac	1		
St. John's RC HS	1		
St. Paul's RC Ac	1	26	S
Arbroath Ac	1		
Dunfermline HS	2	60	S
Viewforth HS	2	25	S
Auchmuty HS	2	-	R
Harris Ac	2	115	S
Arbroath HS	2	50	O 3 sessions
Brechin HS	2	24	S
Bell Baxter HS	3		
Waid Ac	3	-	R
Forfar Ac	3		

Table 7:

S6 LIVE: Workshop 4	
No. S6 Core Pupils	Attendance
278	3

Staff Feedback

LIFT OFF staff provided feedback throughout the academic year. Below are some the recommendations:

Table 8:

S6 Session 1 – Applying to	• "content was a lot to get through, especially in 45 minutes"

Higher Education	• "removed some of the slide transitions which allowed for less clicking during delivery" • "in-person and virtual delivery worked well with schools being organised" • "SDS skills slides a bit overwhelming with the time constraints" • "generally well received but content heavy"
S6 LIVE: Workshop 1	• "presenters preferred having a producer view" • "reminders to pupils
S6 Session 2 – Your Personal Statement	• "pupils have requested more examples of alternatives to clichéd opening line" • "overall, I found this a good session that flows nicely and keeps the pupils engaged. I think the existing examples illustrate the points well"
S6 Session 3 – Personal Statement Drop-in	• "suggestion to offer to only core pupils next year" • "limit in-school repeat engagements" • "schools that had booked 'pupil slots' to receive tailored advice (e.g. St. John's) worked well as [LIFT OFF] staff were less overwhelmed" • "not sure if a drop-in is needed alongside the practical workshop and online support?" • "found it challenging to read the personal statement and offer well-considered feedback quickly, especially in a busy session"
S6 Session 4 – Taking the Next Steps	• "limit sessions in January – clashes with prelims + study leave" • "double staff virtual delivery – cluster lead to present + additional staff member to add content to chat and answer questions in the chat box" • "found this session a lot of material to get through and was hard to keep the pupils engaged at times. This was especially tricky when school constraints meant it was later in the term and some pupils had already looked at the information themselves" • "would suggest more focus on accommodation and Life in HE, with less detail on funding and UCAS Extra + Clearing. Perhaps add a short drop-in session after/longer for questions as often found that for pupils who did have questions, they were complex and they wanted to discuss them individually"

	• "was really informative, however at times I felt too much information on the slides, there were things I had mentioned as part of a slide which then disappeared on a single slide afterwards, presentation could be cut down and we could add this info to our personal notes. It was quite hard to keep the pupils engaged and by the time we got to the 'fun bit' (i.e. accommodation) I had lost a few pupils!"
S6 LIVE: Workshop 4	• More volunteer input

LIFT OFF staff were also asked to reflect on the S6 Transitions Programme and provide recommendations for next academic year (AY 22-23):

Table 9:

• "create personal statement writing workshop for core pupils (in-person)"   • "if attendance is low for virtual engagements in a non-restricted learner environment, we should question the value of these and perhaps omit or explore an alternative"

Pupil Feedback + Tracking Questions

S6 Core Pupils received a link to the tracking questions at the start of Term 1 (20/08/21) and again at the end of the LIFT OFF Programme (03/05/22). These questions, along with specific questions about the S6 Transitions Programme and Transitions Support Service enabled LIFT OFF to gather quantitative and qualitative data.

18 Core Pupils completed the 'S6 pre-delivery tracking questions' form with the following results:

Image 1:

1. Do you want to go to college or university when you leave school?

● I definitely want to go	16
● I think I might like to go	1
● I don't know	0
● I don't think it is for me	0
● I definitely don't want to go	1

Image 2:

2. How much do you know about the range of courses and subjects that can be studied at college and university?

🔵	I know loads	5
🟠	I've got a fair idea	13
🟢	I'm not sure	0
🔴	I know a little, not much	0
🟣	I know nothing	0

Image 3:

3. Do you think you have a good level of support with information, advice and guidance to help you choose what you want to do after school?

🔵	Yes, I've got great support	11
🟠	I have some support	5
🟢	I don't know	1
🔴	I don't think there is much sup...	1
🟣	No, I don't	0

Image 4:

4. It's not just about exam results! Do you think you are learning other skills and qualities to help you succeed at college or university?

🔵	Definitely!	5
🟠	I think so	11
🟢	I don't know	1
🔴	I doubt it	1
🟣	No	0

Image 5:

5. Do you feel confident about making plans and setting goals for learning after school?

🔵	Absolutely!	4
🟠	Sort of	13
🟢	I don't know	0
🔴	Not really	1
🟣	No	0

Image 6:

6. How ready do you feel to tackle the choices and challenges you will face when you leave school?

|		
🔵	Bring it on!	5
🟠	I'm getting there	11
🟢	I don't know	0
🔴	Not very	2
🟣	Not at all	0

[insert results from 'S6 support feedback' form]

Discussion

It is clear from the data gathered that the delivery method of the S6 Transitions Programme changed throughout the academic year as COVID-19 restrictions eased, allowing visitors into the school building. Graphs 1-4 (below) highlight the change in the percentage of schools LIFT OFF were able to deliver in-person, from 50% in Term 1 67% in Term 3.
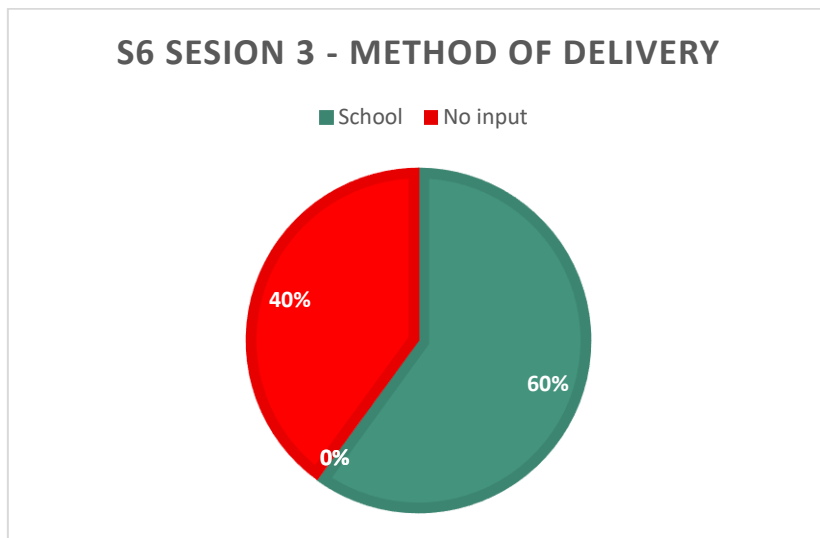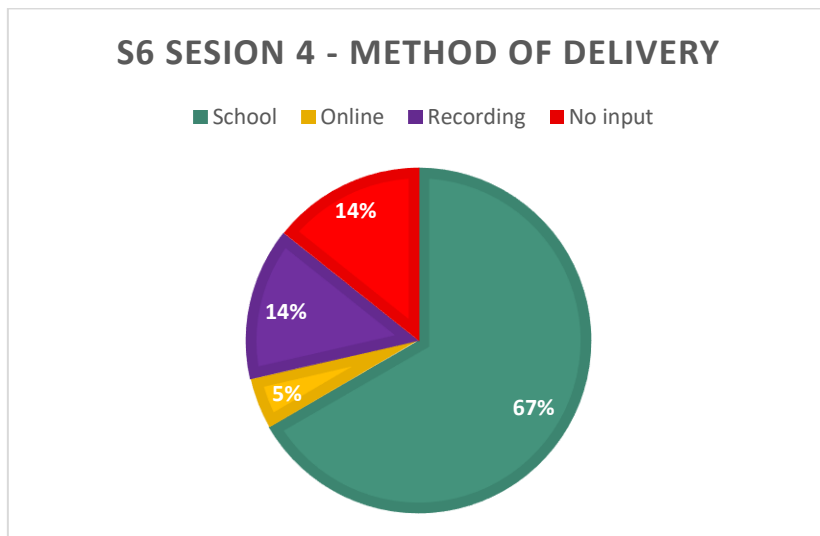
Graph 1:

S6 SESION 1 - METHOD OF DELIVERY

■ School ■ Online ■ Recording ■ No input

13%
29%
8%
50%
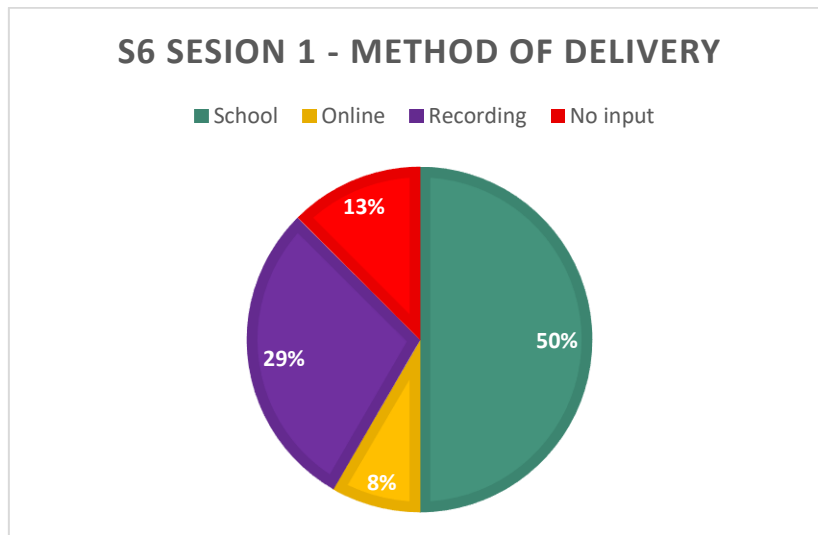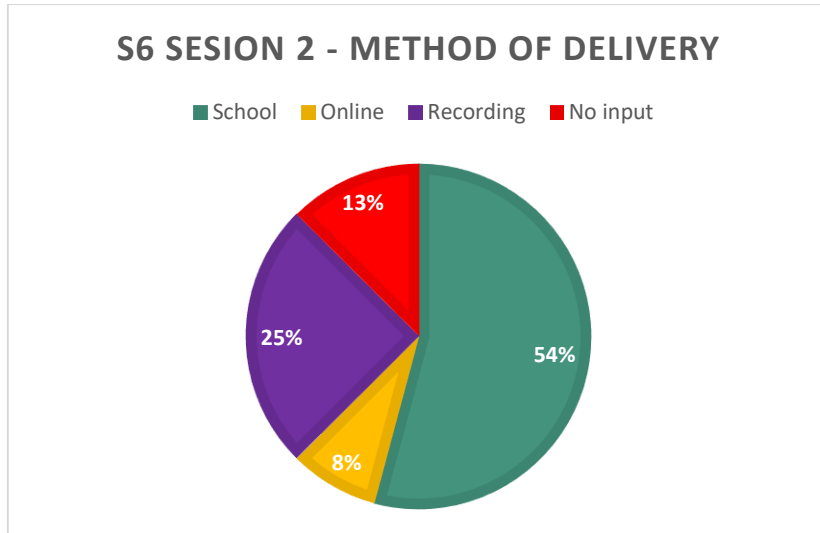
Graph 2:

Graph 3:

Graph 4:

It may be important to note that the 40% of no input in *Graph 3* regarding the Personal Statement Drop-in may be due to prelims going on in-school before the Christmas break.

Graphs 1-4 show that as the school delivery increased, the demand for online sessions reduced.

Without the data, it is difficult to assess how many pupils benefited from LIFT OFF resources from our partner schools who requested recordings + resources sent, with the school forwarding materials onto S6 pupils (see *Table 1, 3, 5, 6*).

Tables 2, 4 & 7 highlight a very low attendance at our S6 LIVE Workshops (part of the Transitions Support Service) with participation peaking at 8% of LIFT OFF S6 Core Pupils.

Recommendations

Recommendations for the next delivery cycle (AY 22/23):

- A
- B
- C
- D
- E
- F
- G