

# St. Mary's Primary School



## Transition Policy 2014

## **St. Mary's Transition Policy**

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

### **Introduction:**

The Governing Body of St. Mary's Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond the school.

### **Aims of This Policy:**

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. foundation stage to Key stage 1, can be especially so due to the change of 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.

Both extremes can inhibit learning. It is therefore the aims of this policy to:

- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate stress.
- Promote continuity of teaching and learning.

### **Key principles on which we operate:**

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc (all compliant with Data Protection Act.) will be shared on a 'need to know' basis, as per Child Protection Policy.

## **Entry To Nursery and Playgroup:**

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school.

- Welcome letter with teacher's and classroom assistant's photograph sent to the parent and child.
- 'New' parents attend an induction meeting prior to their child attending (June).
- Information pack (including core policies) given to all parents. The Core Policies pack includes Child Protection Summary, Complaints and Suggestion Policy, Intimate Care Policy, Staff Code of Conduct, Positive Behaviour Policy and Pastoral Care Policy.
- Home visits will take place during the last week of August to meet the child and parents and to observe the child in familiar surroundings.
- Small group induction with pupils in June before admission.
- Staggered intake of children to ensure their key worker can spend time with them developing routines, settling in etc. Dinners will be made available to any child whose parent wishes his/her child to receive it.

## **Entry to P1 from Nursery and Playgroup**

- Welcome letter with teacher's and classroom assistant's photograph sent to the parent and child.
- P1 teachers visit local pre-schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings.
- Close links between reception, playgroup and nursery staff - meeting to exchange information and records.
- P1 Induction meeting for parents (June).
- Information pack (including core policies) given to all parents. The Core Policies pack includes Child Protection Summary, Complaints and Suggestion Policy, Intimate Care Policy, Staff Code of Conduct, Positive Behaviour Policy and Pastoral Care Policy.
- Induction afternoons for parents and pupils (June). Small groups to attend.
- Home visits will take place during Induction Week for children who did not attend a pre-school setting to meet the child and parents and observe the child in familiar surroundings.
- Staggered intake for first 2 weeks to allow children to settle in and base line assessment to take place. Children go home at 12.30pm.
- Dinners available if parents require during the first two weeks.
- Dinner available from week three for all. Children stay for the full day.

## **Class Compilation for Year 1**

The compilation of Year 1 classes will be based on a balance of gender, friendship groupings, ability and need. Children arriving from the same pre-school setting outside of the school will be placed in the same P1 class unless otherwise stated by a parent. Staff will attempt to address parental requests for a specific class setting however; this may not always be possible and will only be considered after the initial criterion is addressed.

## **Home Visits**

Home visits will be carried out by the Class Teacher and Mr Martin, the School Home Liaison and Early Intervention Coordinator.

## **Transfer of Information:**

Year 1 teacher made fully aware of Profile for each child. Information is passed onto Yr 1 teacher in summer term.

## **Pre-school to Foundation Stage**

We recognise that for some children this stage of transfer can be more problematic so try and ensure a smooth transition we have looked at several areas; familiarisation, approaches to teaching and learning and transfer of information.

### **Familiarisation:**

- Pre-school attend whole school assemblies- music, concerts etc.
- Children encouraged to visiting other year groups to share good work.
- Year 1 teachers spend time in summer term with reception, nursery and playgroup class - reading story, child initiated play etc.
- Pre-school staff observe the progress of pupils in Year 1 at different time through the year.
- Pre-school children have opportunities the use the school facilities i.e. hall, breakfast club etc. and socialise with other children in the school.
- Pre-school children visit P1 classes throughout the year.

## **Foundation Stage to Key Stage 1**

We recognise that for some children this stage of transfer can be more problematic so try and ensure a smooth transition we have looked at several areas; familiarisation, approaches to teaching and learning and transfer of information.

### **Familiarisation:**

- Attending weekly phase assembly.
- Attend whole school assemblies- music, concerts etc.
- Children encouraged to visiting other year groups to share good work.
- Year 1 teachers spend time in summer term with reception, nursery and playgroup class - reading story, child initiated play etc.
- Foundation stages join in with KS 1 Christmas production.
- Opportunities in the first term for some child initiated play.
- Opportunities for role play areas.
- Foundation Stage children have opportunities the use the school facilities i.e. breakfast club, afterschool club etc. and socialise with other children in the school.
- Shared playtime.

### **Transfer of Information**

#### **Class to Class (Foundation Stage to KS1 to KS2 and through KS2)**

Throughout the child's time at St. Mary's smooth transition from class to class will be encouraged by:

- Weekly whole school sharing assembly.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children. Receiving teacher visit class for short spells in summer term e.g. guided reading session.
- One formal morning visit to new class and new teacher in June.
- Phase meetings for parents in September.
- Transfer of records:

IEP's

Use of SIMS data (PIM and PIE)

CBAs

Assessment Folder

Profile folder

Literacy record of Achievement.

Pupil Report.

Cross Circular Skills Levels of Attainment

Ability groupings for literacy (phonics phase records sheet) and mathematics.

### **Primary (KS2) to Secondary (KS3):**

- Transfer meeting for Year 5 pupils in the Autumn Term to explain Transfer Procedure etc.
- Parents assisted with Transfer Forms if required.
- Transition work completed in 2nd half of summer term.
- One day visit to new secondary school.
- Sport /PE and Design and Technology sessions/visits to local secondary school.
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- Pupil profile for each child to pass onto secondary school.
- Identified children (SEN, LAC) receive additional support before and after transition. Transition reviews completed on time.
- Transfer of records to secondary school.

### **Equal Opportunities**

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc, transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, what ever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

This policy should be reviewed in 2013/14 following an evaluation of the school's Home Visits pilot.