

ST JAMES' RC PRIMARY SCHOOL TRANSITION POLICY

This policy has the School's Motto at its heart.

Faith in action,

Growing together,

Walking in the footsteps of Christ

The context of the 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.

Aims of This Policy

At St. James' there are four stages of transition:-

- Pre-school to the Foundation Stage
- From Foundation Stage to Year 1.
- From one class to another.
- From Year 6 to Year KS3.

We recognise that each of these transitions is a unique phase which has its own challenges and expectations. We want our children to experience a smooth transition throughout their learning so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of transition at all stages from entry to St. James' right through to entering secondary education. This policy also aims to:

- encourage all parents to be partners in their child's education;
- assist parents in helping their child prepare for school and transition to each new year group;
- make a happy transition from home and/or pre-school to school and year group to year group;
- support all children towards independence and develop confidence and ability to cope with change;
- give pupils a clear understanding of the new expectations ahead of them;
- ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children with special educational needs.

Principles that underpin the Policy

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment from the previous class.

- Styles of teaching and learning will meet the needs of the individual child and not preconceived notions of what is appropriate for the key stage.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition.

Transition from Home and/or Pre-School to the Foundation Stage:

- An induction meeting in July with a guided tour of the school is offered to all incoming parents and children.
- Children spend part of an afternoon in the Reception classroom; Y6 help pupils help out.
- Discussions occur between St. James' teachers and staff from other settings.
- St. James' teachers visits the local pre-schools and observe the children.
- Any pupil that has been identified with Special Needs will receive additional visits to pre-school as appropriate.
- Parents receive an 'information pack' including the school prospectus with information about the school.
- Children attend school on mornings only for the first two weeks of the autumn term.
- At week three, all children stay to lunch and are collected at 1:30.
- At week four, all children may attend full time but this is determined by parental choice.
- All children must attend school full time, the term after they are 5 years of age.
- All families sending a child to St. James' are invited to share information – through a questionnaire prior to starting in September.
- Through observations and other assessments, a base line record is completed within the first half term of Reception Year.
- A home visit is conducted during the afternoons of the first three weeks in school to see the child at home. This is undertaken by the class teacher and a member of the support staff.
- A class briefing for parents takes place in September to share information for the term and to answer any questions or concerns
- A workshop in October ensures that parents understand approaches to phonics, reading, writing and maths.
- The Foundation Stage staff are always available after school to chat to parents.
- The Foundation Stage staff are proactive in talking to parents about issues that may arise with individual children.
- Close links between Reception and pre-schools are maintained.
- Many settings send reports and portfolios about the children so that staff know children's individual needs.
- Year 6 play buddies help to reassure the younger children as they progress through the year.

Transition from Reception Year to Year 1

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon as an appropriate method of teaching and learning. For the first half term the Year 1 classroom, as far as is possible, aims to reflect a similarity to the Foundation classroom in that as it exhibits group areas of learning, uses a specific art and creativity space in the shared area, and makes use of the outside and Reception play area during the first afternoons. A reading and quiet area for interventions is available outside the classroom.

Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Foundation Stage into KS1 teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well being and development of the child. A timetable for the Y1 teacher to spend time in the Reception classroom is drawn up for the end of the year. A 'Meet the teacher session is set up each year for the teacher to meet their new pupils. Children get weekly opportunities to experience the Year 1 classroom and more formal seating arrangements from the second half of summer term.

For children with SEND an individual transition program may be devised including social stories, photographs, and additional opportunities to visit the new classroom or speak to the next teacher.

Information passed on to Yr 1 teachers includes:

- Knowledge of sight words
- Knowledge of letters and sounds (phases)
- Reading ability
- Writing – assessment level
- Printed version of each child's Early Years Assessments
- SEND PSAs
- Medical information

Information is used to group pupils, adjust and fine-tune the curriculum and set future targets. Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills)

Once transferred to Year 1:

- Children continue to work and be assessed within the EYS framework for their first half term

- Children not yet having attained the Early Learning Goals may need to have their progress measured against P Levels from the autumn term onwards.

Transition from Year 1 to Year 6:

- All children visit their new classes during the 2nd half of the summer term. This is known as 'Meet the Teacher'.
- All teachers meet in the Summer Term with the Head Teacher and the new teacher to discuss individual children sharing relevant information, data and targets and to ensure the new teacher understands the next steps for each child.
- Annual tracking of children's progress through teacher assessment, Key Stage SATs, optional tests, reading age tests and Classroom Monitor assessments are shared amongst teaching staff to ensure continuity.
- Throughout the year opportunities are given for year groups to work together e.g. curriculum visits/visitors, masses, prayer days, curriculum days.
- Each child has a record file which moves with the child to provide evidence of previous years' progress and targets.
- Teachers hold a 'Goal Sharing Day' in the autumn term of each academic year. This gives parents and pupils the opportunity to meet the teacher together and find out what their child will be doing during the forthcoming year and to understand their personal targets.

Transition to Secondary Education:

- Our pupils attend a wide variety of secondary schools including selective and non-selective schools.
- Y5 and Y6 parents are offered a meeting in school to discuss the application process.
- Parents of children moving to secondary school are given the Local Authority Admissions Secondary School Booklet in the September of Year 6.
- Children and their families are invited to open evenings at the local schools during the year and applications for secondary placement are submitted by the end of October.
- Parents and children are notified of the allocated places at the beginning of the following March.
- During the Summer Term, the children are invited to attend a transition day at their new secondary school. This is to gain experience and to familiarise themselves with their new school.
- Most of the Secondary Schools send a teacher of Y7 to visit the pupils at St. James' during the Summer Term.
- EHCP & PRA pupils have a review meeting with the parents and professionals in Y5 to discuss future secondary schools and needs.
- The SENCO attends a borough meeting to discuss SEND pupils with the new schools.
- The Year 6 data and any relevant reports are sent on to the secondary schools.
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Children Joining From Year 1 to Year 6:

- Parents receive a prospectus with information about the school
- Parents and child are invited in to tour the school and discuss any issues with the Head and class teacher.
- New children are assessed quickly by the class teacher.
- A 'buddy' is identified to help the new child to integrate.
- Records from previous schools are made available to the class teacher and SENCO as appropriate.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases is monitored by the Leadership and Management Team.

The Head Teacher evaluates the transition processes annually with the support of the Foundation teacher, Year One teacher and the Year Six teacher. Views of Parents and Pupils regarding transition arrangements are sought via the annual questionnaires.

It was last reviewed by Lisa Weeks and Joanne Richards in: Summer term 2018

It will next be reviewed in: Summer Term 2021

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)