ST. MARY'S CATHOLIC PRIMARY SCHOOL

# Transition Policy

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| Review Cycle | Annually |
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***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 have been adapted to support children in settling into their new learning environment in preparation for future learning and development.***

## Statement of Intent

At St Mary's we recognise that the key transition points, entering new situations across the school and starting a new school can be stressful and disruptive for a child. It is our intention to make this experience positive for every child and to ensure that all children, regardless of their background, abilities, or needs, receive equal opportunities and a positive transition experience.

## Aims:

We want our children to experience a smooth educational and emotional transition from one phase to the next. We ensure that the pace, variety and quality of learning and social experiences are consistent through potentially unsettling transition periods so that children can continue to make good all round progress and have a clear understanding of the new expectations.

## Inclusion:

We provide equality of opportunity and inclusion by:

- Embracing diversity and fostering awareness of different cultures and socioeconomic backgrounds through the careful selection of texts, classroom resources and curriculum planning.
- Providing individualised planning and collaborative support for children with SEND and English as an additional language where appropriate.
- Providing children with opportunities to share their thoughts regarding transition throughout the school year through planned circle times and ad hoc opportunities.
- Ensuring continuity of learning styles between nursery to reception and then reception to year 1. There will be a clear progression of timetable to reflect this.

● Ensuring continuity and progression of the curriculum across each year group and phase.
● Ensuring that expectations for behaviours for learning are consistent across the school.
● Ensuring that all pupil records are passed on and discussed with the new year group teachers before transition days.
● Ensure Edukey targets for children needing additional support are updated for the new teacher to follow.

## Staff responsibilities:

● Follow the school Teaching and Learning policy, Behaviour policy and all curriculum policies to ensure consistency of approach across the school
● Participate in pupil progress meetings at the end of the summer term to ensure that all pupil data is ready for a smooth start to the autumn term
● Meet together, at the end of the summer term, for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets and using individual plans where appropriate.
● SEND progress to be updated on Edukey and development of target pupils completed.
● Ensure, wherever possible, that there is a targeted use of support staff to aid the transition process, and maintain academic progress.

- Use Dojo to keep regular communication with families.

## From Nursery to Reception:

In order to make the transition to full time school as smooth as possible the following are considered:

- Children and families invited to events such as Easter hunts and nativity prior to applications – anyone who has looked around or once applications are in, anyone who has us as first choice are invited.
- Events for younger siblings.
- Main feeder nursery use the sensory room on a weekly basis.

● Summer Term stay and play for families to familiarise themselves with the Reception learning environment.
● 'Meet the Teacher' session in the Summer term where all information is given and the opportunity for questions provided.
● Nursery visits to children in their own setting completed where possible.
● Attendance to the EYFS local transition meetings at a local school where we provide school social stories to the nursery's and accept handover of files and a verbal handover for all children.
● Home visits, where possible, are undertaken by teachers and EYPs, prior to child starting.

- Teacher and SENco attend matey meeting with STLS where any children known to their service are discussed.
- Teacher and SENco arrange home visits with these families in the summer term to plan for any needs.
- Families receive a welcome pack during the summer holidays which includes a card made by previous class, bubbles, photos of their friends, starting school social story and a message from the teacher to touch base during long break.

● Being clear with families at the intake meeting that starting school is exhausting for the children even if used to full days at nursery. We balance the needs of the child with teh needs of working families by taking the time in the first week to settle children in slowly. From that point they can then attend full time. We feel this is a good balance of ensuring children are settled in carefully and supporting working families.

- Pupils attend for a half day's session during the first 4 days of school and leave before lunch. Children attend school until 1pm after lunch for the other day. They then start full time the following week. This can be flexible depending on the child's needs.
- Simple routines are established early and developed over time in line with cohorts needs which supports children to feel secure and provides familiarity to the setting.

● Teachers and EYPs accompany children to the dining hall and help forge relationships between the children and lunchtime supervisors and to support them with the lunch routine.

● Reception class to go into lunch 5 minutes earlier to ensure a peaceful entrance into the hall and additional time to eat.

● Buddies are matched with new children in the Summer term. The buddies will write to the children over the holidays to introduce themselves and will gradually form links with them through activities such as reading them stories in class and supporting them at lunchtimes.

- Parent meetings early October to focus on transition and the children's readiness to progress.
- Parents and children are met at the classroom door by teacher in the mornings to give opportunity of conversation, build relationships with parents and handover information of child.
- Head teacher completes tours of school where possible on a 1-1 basis and starts that relationship there. Head teacher is at gates in morning to greet families and comes into class to meet children regularly.
- Children who attend all transition events are tracked and additional support offered to those who have not attended. Any concerns highlighted to DSL.
- Strong focus on wellbeing and emotional support for all children in the first few weeks. This is done with time spent with children in provision and circle games to get to know peers and build those relationships.

## Reception to Year 1 (Key Stage 1):

At the end of Reception:-

• Increased attendance at Key Stage 1 assemblies, across the year from the Summer term
• Transition meetings between Reception and Year 1 staff are held in the summer term. All EYFS assessment results are passed up.
• Phonics tracking is shared with Year 1 staff.
• Edukey is updated to ensure awareness of needs and current targets.
• Children on the SEND register have a learning plan to help the transition process developed by the SENDCo and class teacher.

• Pupil voice is used to ensure the children's concerns are addressed.
• All children visit new classes and work alongside new teachers on 'Meet the Teacher Day' in the Summer term.

• Reception and Class 1 doors are opened in the afternoons for the last week of schools so children can choose where to play and explore the new classroom environment as and when they choose to.

• Regular circle time included in timetable to ensure feelings are explored and any questions they may have can be answered.

## At the beginning of Year 1:

• Familiar EYFS staff members are on hand during the first few days of Year 1 to help settle the children.
• Year 1 teachers use the EYFS guidance to inform their teaching for some children (summer born, SEND, EAL, etc).
• Opportunities in the first half term for child-initiated learning, both inside and outside the classroom are made. The Summer reception timetable is shared with Year 1 staff to ensure continuity of this until they are ready to progress further.
• The pupils continue in their reading groups and phonics formats from the previous year. This enables them to settle into the expectations of the new year group and enables the staff to monitor and assess this progress. The pupils are reassessed before autumn half term and the phonics groups are realigned to match the new assessments.

## Transition in subsequent years throughout the school:

● All children visit new classes and work alongside new teachers on 'Meet the Teacher Day' in the Summer term.
● Y3 pupils have a class 'carpet' similar to KS1.
● The attainment and progress of all pupils is tracked and monitored and discussed in pupil progress meetings. This information is passed on in the transition meetings.
● Transition meetings are held in the second half of the summer term. Teachers meet formally to discuss individual pupil's attainment, progress and targets.
● Edukey is updated to ensure interventions are up and running the second week back in September.
● Pupil voice is used to ensure the children's concerns are addressed.

## Transition from Primary (KS2) to Secondary (KS3):

● Pupils attend the common induction days organised by KCC for all pupils transferring to the local secondary schools – this helps them to become familiar with their new surroundings.
● Induction days are also available for 'out of borough' schools and private schools.

● Tutors from the high schools visit to meet formally with the Year 6 teachers and to meet the pupils.
● Pupils take part in workshops organised by schools for all pupils where available.
● Vulnerable pupils (SEND, PPG, Mobile, CP) receive additional support before and after transition.
● Pupils take part in transition work undertaken in the second part of the summer term as organised by the class teachers.
● Transfer of records to High Schools takes place by the end of term.