

Transition Policy



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Transition Policy

In the Holy Cross MAC Primary School, we recognise that *transition is a process, not an event*. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond our Primary Schools into our Secondary Schools.

Definition:

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

Aims:

In our Primary Schools we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Make a happy and seamless transition from home and/or pre-school to school and from year group to year group.
- Support all children towards independence and develop their 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 or English as an Additional Language.

In our schools pupils will experience many different transitions:

- Entry to Nursery
- Moving from Nursery to Reception
- Moving from Reception into Key Stage 1
- Moving from Key Stage 1 into Key Stage 2
- Movement from class to class
- From Year 6 onto Secondary School

Each of these transitions is a unique phase which has its own challenges and expectations.

Transition from Home and/or Pre-School

At Christ the King Catholic Primary School we have childcare provision for children from the age of 3. As a school, we issue application forms for children to attend the nursery, we organise the waiting list and offer places in accordance with the Admissions criteria (see school website).

- Once a place has been offered and accepted, the parents are invited to attend a welcome evening which is held at school.
- Tours of the school are offered to all incoming parents and children. These may be led by the Head Teacher/Deputy Head, senior Leader or admin staff.
- Discussions occur between Christ the King Catholic Primary School and staff from other settings – where necessary.
- Parents receive an information pack which includes a school prospectus and *'Starting Nursery'* booklet.
- During the summer term, before a child starts in the new school year - autumn term- the class teacher will organise a visit to the child in their home setting.
- Before the child's start date, the child and their parents will be invited into school for a stay and play session. This is an opportunity for the child to meet their new class teacher and for the parents to share key information.

Transition from Nursery into Reception

We recognise that this is often a difficult transition, as pupils move from nursery where they attend either mornings/ afternoons or full time – to full time school. To support both children and parents during this time, we organise a number of different activities:

- From the moment children start in our Nursery there are daily opportunities to visit school such as assemblies, hymn practice, PE , Forest Schools as well as lunch time.
- Information sessions with the Head Teacher and EYFS staff are organised during June. During these sessions, parents are provided with a *'Starting School' information pack*. On the school website key information is also shared which outlines timings of the day , uniform and the curriculum.
- Pupils will visit their new Reception classroom in the final 3 weeks of the Summer term. This gives them the opportunity to work with their new teacher and their peers during a stay and play session.
- The class teacher will make a home visit to any child who has not attended our nursery during the term before they are due to start school.
- Pupils will start on a phase intake into school.

Transition from Reception into Key Stage 1:

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, 'hands on' opportunities.

Before the children move into Key Stage 1, teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of academic abilities, special educational needs and any other information relevant to the individual child's well-being and development. Information is also used to group pupils, personalise the curriculum and set future targets.

Pupils move to their new class for the whole day during transition day.

Transition between classes from Year 1 to Year 6:

At the beginning of the year a meeting will be held for Year 1 – Year 6 parents to learn about the expectations of their phase and discuss the curriculum expectations. Parents are encouraged to ask questions and talk to the teachers.

- Throughout the year, opportunities are given for year groups to work together e.g. curriculum visits/visitors, assemblies and curriculum days.
- Teachers share information about each pupil with the next teacher before transition morning
- All pupils receive a transition booklet which has photographs regarding their new class and teacher as well as key places around the school. A timetable of the day and a meet the teacher message.
- Key information is also displayed on each class website page.

Transition from Key Stage 1 to Key Stage 2:

Before transition day teachers will have met and shared information about the children to aid a smooth transition.

SEND, and EAL pupils will have an opportunity to visit more regularly through July and will have a transition book of useful photos and information. They will be given more opportunities to visit the classroom and their teacher.

This transition for year 2 pupils not only involves moving to a new classroom, but moving into a new building altogether. We recognise that this is often a source of anxiety for many of our children and their parents. Therefore, before the transition period begins, Year 2 will be taught a number of PE and broad curriculum sessions at the Key stage 2 site. Although we are a split site school, we promote a two site, one school motto. All children from Nursery to Year 6 attend a range of events at both school sites from whole school assemblies, Enrichment day sessions, sporting events and whole school projects.

Transition to Secondary Education:

When children enter Year 5, they will begin to gain some initial experience of secondary school life. Occasional visits to feeder secondary schools (Cardinal Newman) are planned for children in Years 5 and 6 as well as a range of transition activities from Reading partners, Mathematics events, PE competitions, Science lessons and chaplaincy meetings. Staff from our feeder secondary schools visit the Primary schools to meet with children, lead curriculum activities, answer questions and liaise with the Primary staff.

During the Autumn term of Year 5 and 6, the feeder schools hold open evenings for parents, carers and their children. There is an opportunity to ask questions and learn more about the curriculum on offer and answer any questions.

Children transfer to secondary education at the end of Year 6. Most children from our Primary Schools transfer to Cardinal Newman Secondary School.

Parents/carers may express a preference for any secondary school of their choosing but places cannot be guaranteed. Parents should note that it is very important to return the Expression of Preference form to the Local Education Authority, as children may be allocated a place at a secondary school that is not the preferred choice. Appeals to change the allocated secondary school place allocated should be made to the Local Authority.

- Children and their families are invited to open evenings at the local schools during the year.
- Applications for secondary placements are submitted during the Autumn Term.
- 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 short transition period at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- A group of vulnerable children are given additional support through a 'transition support group.' This group of children spend additional time at their new school during the Summer Term prior to the main transition days.
- The Year 6 and 7 teachers from the feeder schools liaise to create a profile of each pupil and assessment data is shared.
- Year 7 teachers often come to our school to meet with the Year 6 pupils in the Summer Term. The children have the opportunity to ask questions to alleviate anxieties.

Children joining at different points in the year:

- Parents receive key information about the school. This is also displayed on the school website.
- Parents and children are invited to tour the school and discuss any issues with the Head Teacher, a member of SLT, Learning Mentor or new class teacher.
- New children are assessed quickly by their class teacher.
- Children with English as an additional language may complete an assessment with support of the EMAS team.
- If a translator is required, then school will arrange support of this.
- Records from previous schools are made available to the receiving class teacher and, where appropriate, the SENCo.
- Any new children are assigned a peer 'buddy' to help them settle into their new class and routines.

For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first language which will facilitate the admission process and provide important information about the school. Where necessary, we will seek additional support from external agencies.

Children leaving at different points in the year:

- Parents are required to complete an in year transition form.
- All records are passed on promptly – including SEN records and any information related to safeguarding.

Monitoring & Evaluation:

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases are monitored by the Senior Leadership Team. The views of parents and pupils regarding transition arrangements will be sought via the annual questionnaires.

