



## DEFINING THE TERMS

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting to another. It is defined as the process where policy and practice has been adapted to support the children in settling in to their new learning environment in preparation for future learning and development. Pupils at St Stephen's C of E Primary School and Children's Centre make several transitions:

- Starting in Foundational Stage
- From Foundation Stage to Key stage 1
- From Key Stage 2 to Key Stage 3 (Secondary School)
- From Class to Class within Key Stages
- From another school to St Stephen's C of E Primary School

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

## AIMS FOR POLICY

The aim of this policy is:

- for children to experience continuity and a smooth transition from one class to the next, from one key stage to the next or from one school to the next and so that pace and quality of learning is maintained to ensure that children continue to make good progress
- for children to feel happy, secure and fulfil their potential in their new environment with new staff and possibly new peers
- so that children will have a clear understanding of the new expectations ahead of them and look forward to each new experience with minimal anxiety
- so that children will be prepared for the next phase of their learning journey and equipped with the skills and knowledge to succeed
- so that teachers have a good knowledge of the children and their needs prior to starting in their new class

- to ensure that all staff see transition as a process rather than an event

## PRINCIPLES

The following principles underpin the policy:

- approaches to children and learning should be co-ordinated to ensure effective transition
- styles of teaching and learning should meet the needs of the children
- assessment data should be shared and used for planning throughout the year
- there should be a professional regard for the information from the previous class, setting or phase
- plans and discussions surrounding transition should focus on the whole child - seeking to develop attitudes, character and behaviour, as well as children's academic attainment and progress
- Transition should motivate and challenge children
- Transition should ensure that children feel secure and safe in their new environment
- Staff allocation gives particular attention to the needs of the children

## TRANSITION FROM PRE-SCHOOL TO THE FOUNDATION STAGE

Early Years staff visit homes and pre-school settings in order to meet children and families and find out as much as possible about them. This information is then used to plan and deliver a curriculum closely matched to prospective children and their individual needs. Individual tours are offered to all incoming parents and children. Prospective parents are invited into school in the summer term to receive additional information and obtain an information pack. There is a phased entry for children into their new Reception class.

## TRANSITION FROM RECEPTION TO YEAR 1 (KEY STAGE 1)

To assist in preparing the children for transition, the Reception class will:

- have afternoon playtimes held in the Key Stage 1 playground in Term 6
- have joint lunch time play with Key Stage 1 children and staff in Term 6
- be encouraged to visit Year 1 to share good work with the teachers

- have time with the Year 1 teacher in summer term within the reception class - reading stories, child initiated play etc
- spend some time in their new Year 1 classroom
- have opportunities provided in the first term of Year 1 for child initiated learning, with the classroom organised into appropriate zones

The following is to assist in preparing the staff and parents for transition:

- Training is provided for the Year 1 class teacher in the EYFS curriculum and opportunities are provided for them to observe EYFS practise
- In Term 5, a timeline of key transition events that Reception children are going to be involved in is drawn up by the Early Years Leader and distributed to relevant members of staff in preparation for its commencement in Term 6
- In Term 6 of Reception, opportunities are built into the timetable for children to engage in more formalised learning
- Opportunities are created in Year 1 for children to use role play areas
- Continuation of observational evidence of children's learning in Term 1 of Reception
- A meeting to inform parents about how the new phases of phonics are taught in Term 1 of Year 1
- Children who have not yet attained level 1 within the National curriculum will have their attainment and progress measured against W levels
- Teacher assessments and expertise will be used to translate end of Foundation Stage assessment outcomes into National Curriculum levels
- Rigorous moderation of end of Reception levels, involving Reception teachers, members of the SLT and Year 1 teachers

### TRANSITION FROM CLASS TO CLASS

The transition from one class to the next is as follows:

- Teachers will meet at the end of the summer term for handover meetings- discussing next steps for children; moderating levels and sharing information about the class and children's individual needs

- reading records, assessment folders, groupings and some work samples to support and inform the new teachers of children's work is transferred
- aspirational targets are set in July and carried over to the September of the new academic year
- The pupils will be given the opportunity to spend time in their new classroom in a 'Meet your new teacher' session. Class teachers will share differences and expectations during these times
- Inclusion folders containing IEPs, Medical information and other important information is updated and shared with the new teacher
- Teachers are provided with assessment data for their new class, including children new to the school
- Opportunities are provided within our New Curriculum for children to develop their learning behaviours; play an active role in their local community; develop their spiritual awareness and appreciation and to develop their all-round character
- Parents receive the opportunity to meet their child's new teacher at the beginning of the new academic year
- New Year 3 parents are informed about changes that are likely to occur in routines and expectations, by letter
- A meeting for Year 3 parents is held to share plans for Key Stage 2 and reinforce expectations

### TRANSITION FROM KEY STAGE 2 TO SECONDARY SCHOOL (KEY STAGE 3)

The school will assist children in transitioning to Secondary school as much as possible. This could include:

- initiating a visit from a tutor of each secondary school
- Children being encouraged to participate in school visits to local secondary schools
- Transfer of school records to secondary schools at the end of the school year
- Participation in transport for London safety project

- Parents of children in Year 6 being given opportunities to visit prospective secondary schools and attend events and induction days at their new schools
- Rigorous and thorough secondary transfer meetings are held by the Headteacher for parents of children in Years 4 and 5 to guide them through the secondary transfer process
- Times and dates are provided for Year 6 parents to discuss options and ask for advice from the Headteacher
- Former pupils are invited into school to inform pupils in Year 6 about secondary school and answer any questions the children may have
- Pupils complete a special 'Transition' unit during PSHE lessons related to travelling, preparing themselves for and making friends in their new school
- Children are provided with opportunities to reflect on their primary school learning and achievement at St Stephen's C of E Primary School and make plans for their futures at secondary school and beyond
- Different professionals come into school talk to the children about their careers and jobs
- 'Against Gangs' –an organisation that warns and informs about the dangers of gangs, gun and knife crime and TfL visit during the Summer Term
- Children are provided with opportunities to meet and work together with other Year 6 children from the local area

### CHILDREN JOINING THE SCHOOL

For children joining the school, the school will:

- offer Individual tours to all incoming parents and children and time is provided for each new child to stay with their current class to help them to get acquainted with their new surroundings
- provide a parent pack to all new parents with information about St Stephen's C of E Primary School and Children's Centre
- assess new children quickly
- gather assessment materials, reports and information and analyse the information from former schools and share the information with the class teacher, inclusion manager and SENCo

- provide a buddy to help the new child integrate within the school

## EQUAL OPPORTUNITIES

We recognise that for some children, transition may be a stressful period of time that can affect their progress. Hence, we will endeavour to identify those requiring special attention at an early stage and the receiving teachers will be made aware of this. This may involve individual, specialised plans arranged by our Inclusion and SENCo in collaboration with class teachers.

Agreed by Governors  
(Chair Signature):

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Policy Due for Review: November 2016