

# Transition Policy



**“Through respect we will work together in Christ to develop the whole person.”**

# Transition Policy

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*“Through respect we will work together in Christ to develop the whole person.”*

**‘At its best the management of transition should be part of a broader whole school approach to achieving good curricular continuity and progression in pupils’ learning.’**

**(Transition - An evaluation by HMI –Ofsted)**

## **1. Definition**

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.

## **2. Aims and Objectives**

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 planning and assessment as well as classroom organisation and teaching styles.

## **3. Policy Principles**

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives attention to the particular needs of the children.

## **4. Equal Opportunities and Inclusion**

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

## **5. Successful transition will enable children to:**

- develop new friendships
- settle well into school life
- show an interest in school
- be familiar with routines and organisation
- experience continued curriculum progress.

## **6. Continuity of Teaching and Learning**

At St Matthews Catholic Primary School, we use the following processes:

Due to Covid 19 restrictions, the following processes will be amended to ensure the school is compliant with national and local regulations.

### **Transition from Pre-School Settings/Home to Early Years Foundation Stage:**

- St. Matthew's is keen to develop links with other providers. Teaching staff are given the opportunity to visit children in their pre-school settings in order to spend time with them in their familiar environment. This also enables our staff to discuss relevant transfer information.
- EYFS practitioners offer home visits in the Summer term.
- Individual tours offered to all incoming parents and children.
- Parents receive an 'information pack' with information about the school and children are invited to 'stay and play' sessions during the summer term, prior to their child starting school.
- To support the new children as they start in the Reception class, Year 6 pupils write each new entrant a welcome letter, telling them about life at our school.
- During the first couple of weeks of the new term, Reception pupils will be admitted on a staggered start.
- Through observations a base line record is completed within the first few weeks of entry to the Reception Class. This will also highlight the needs for any early intervention (SENCO will also be involved with initial visits.)
- A meeting for parents is held during the Autumn Term.
- The Reception staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arrive with individual children.
- A 'Learning Journey' is kept for each child during their Reception Year. This is shared with parents each term so that they are kept informed of their child's progress.

### **Transition from the Reception/Early Years Foundation Stage to Year 1:**

We aim to ensure that learning experiences in Year 1 build upon the practical approaches and structured play in Year R. We involve subject co-ordinators and co-ordinators for special educational needs in planning for curricular continuity from the Foundation Stage to Key Stage 1.

The Year 1 curriculum at St. Matthew's aims to build on and extend the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer a creative, hands on method of teaching and learning. The Year 1 classroom aims to reflect a similarity to the Reception classroom as it

exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas. 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 Reception Class. 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 Key Stage One teaching staff meet to discuss the children's progress. Reception 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. Information passed onto the Year 1 teacher includes:

- Knowledge of sight words.
- Knowledge of letters and sounds (phases).
- Reading ability.
- Writing – profile level.
- Printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved.

Information is used to group pupils, adjust/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:

- We carry out a baseline assessment for each child for Literacy and Numeracy within the first half term.
- During Year 1 we complete a phonics assessment booklet, keep a reading record for each child and we continue to make observations and review the steps they have reached to ensure successful access to the National Curriculum.
- During the Autumn term the children engage in focused learning work and active play as they did in Reception

### **Transition in Subsequent Years throughout the School**

- Children are encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- All children visit new classes and work alongside new teachers on Transition days in the summer term.
- Annual tracking of children's progress through optional and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and house based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other.
- Teachers meet to discuss individual children's progress as they move from class to class.
- Targets in reading, Writing and numeracy are continued over from July to September.
- Books move with children to provide evidence of previous years' progress and targets.

- Transfer of records e.g. Play Plans, Tracking and Assessment data, phonics phase records sheet for Years 1-3).

### **Children Joining from Year 1 to Year 6**

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents receive a brochure with information about the school.
- New children assessed after they have settled in by class teacher and/or SENCO.
- A 'buddy' identified to help the new child to integrate.
- Records from previous school made available to class teacher and SENCO.

### **Transition from Year 6 to Secondary School.**

The children transfer to a wide range of secondary schools at the end of Year 6 and over the years we have continued to work closely with the majority of these schools to develop the transition of children from Year 6 to Year 7.

Transition arrangements include:

- Transition coordinators from many of these schools visit throughout the year, arranging visits and activities for both Year 5 and Year 6 children.
- Transition coordinators spend time with the Year 6 children to work with the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are also welcomed).
- Formal meetings between the Year 6 teacher and classes and the Year 7 Tutors or Heads of receiving secondary schools.
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEN) receive additional support before and after transition.
- Transfer of records to secondary schools.
- Year 6 children attend their prospective secondary schools for a Transition Day during the summer term.