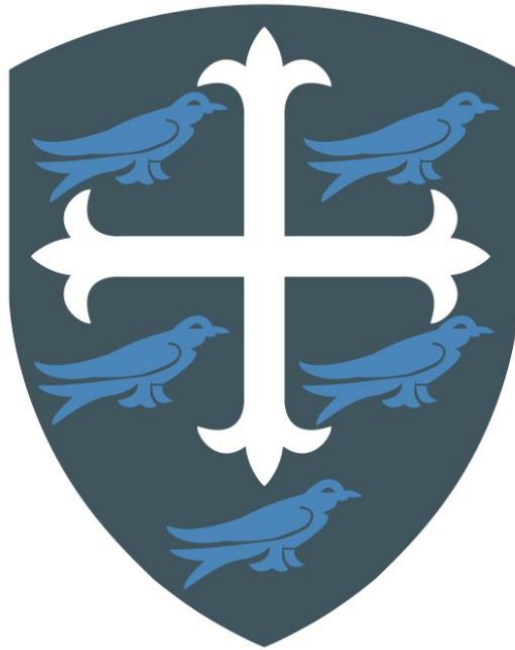


St Mary's Catholic Primary School



Transition Policy 2020 - 2022

Legal Status:	Non-Statutory
Last Review:	September 2018
Review date:	October 2020
Next Review:	October 2022
Responsible Person:	Governing Body

Mission Statement

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

Introduction:

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond St Mary's Catholic Primary School.

Aims:

Entering a new situation (For example, a new classroom and a new teacher) can be a stressful time. Some points of transition, for example foundation stage to Key Stage One can be especially stressful due to the change of a 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress which can inhibit learning. This policy therefore aims to:

- Promote the smooth transition of children at the start of each new setting
- Prevent and alleviate stress
- Promote continuity of teaching and learning

Key Principles:

- The collection of information prior to the child starting in a new setting will be in cooperation and partnership with parents, existing staff and receiving staff.
- Discussions and collection of information will focus on the whole child not just academic achievement (e.g. routines, interests, family unit, relevant medical information, additional needs)
- Timescales for transition may vary to meet the individual needs of the child
- Children can enjoy new approaches at transition.
- Transition motivates and challenges children.
- Effective transition takes time, and is a process rather than an event.
- Transition are not overlooked or left to chance, but thought about and planned.
- Feedback from children and parents is encouraged and valued.

Entry to Nursery

- Tour of the school offered to all new parents and children
- Information pack (including school prospectus) given to all parents
- Individual home visits in September with each new parent and child with the class teacher
- Staggered induction of children to ensure staff can spend time with them developing routines, settling in etc.
- Nursery children make a 'What happens in Nursery?' book for the next Nursery class.

Nursery to Reception

- New children to the school offered a tour of the school
- Close links between the Reception and Nursery staff - meeting to exchange information and Nursery records
- Reception teacher to work with Nursery children regularly in shared Early Years areas.
- Nursery children arranged visits to Reception class and teacher
- Welcome meeting for parents
- Individual home visits for in June for all children new to the school.
- One 'formal visit' meeting in late June/July (transition morning)
- Staggered induction of children who have not attended a full time Nursery setting to ensure staff can spend time with them developing routines, settling in etc.

- Children make a 'What happens in Reception?' book for the next Reception class.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.
- During the summer term, staff will explore changes with children to support transition, exploring any issues that arise.
- Learning Support evidence for SEN is made available for the next teacher.
- Handover meetings are held in the summer term.
- Joint moderation completed between Nursery and Reception staff.

Reception to Year One

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Year One teacher to spend time in the summer term with the Reception class – reading a story, child initiated play etc.
- Informal visits of Reception children to year one
- Children encouraged to visit year 1 to share good learning
- Joint playtime with Key Stage One children and staff (late summer term)
- One 'formal visit' meeting in late June/July (transition morning)
- Parents invited to year one class to hear about expectations and changes to the curriculum
- Opportunities in the first term for some child initiated play
- Opportunities for role play areas
- Year one teacher to take time to observe children in play activities in order to assess their learning styles
- Year one teacher to be made fully aware of the Foundation Stage Profile scores for each child. (Passed to year one teacher in summer term). Class summary given to Year one teacher about the children who did not achieve GLD and information about which areas.
- Year One teacher to meet with Reception teacher to handover any necessary information on the children
- Phonics phase record sheet passed on
- Children that may need additional help are highlighted and discussed
- Handover meetings are held in the summer term.
- Learning support evidence for SEN is made available to the next teacher.
- Joint moderation completed between Reception and Year 1.

Class to class

Throughout a child's time at St Mary's smooth transition from class to class will be encouraged by:

- One 'formal visit' meeting in late June/July (transition morning)
- Teachers meet in summer term to discuss individual children
- Transfer of records (IEPs, assessment folder, ability groupings)
- To help with continuity and progress selected books will be passed onto the receiving class
- Parents and children new to the school visit the school and meet their teacher.

In year admissions from Nursery to Year 6

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Previous setting contacted for all pupils.
- Children with SEN, SENCo contacts previous setting and may visit to receive information.

- Records from previous setting made available to class teacher and SENCo.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.
- An EAL baseline assessment is conducted and provision planned based on individual needs.

Children leaving from Nursery to Year 6

- Senior leaders are made aware of reasons for leaving and will meet with parents as necessary to address any issues.
- All records are passed on promptly including safeguarding records.
- Children with SEN – information shared by phone or through a visit from the SENCo if transferring settings locally.
- Relevant child protection information is transferred on.

Transition from Year 6 to Year 7:

Autumn of Year 6

- A transition meeting is offered to parents to support with choosing a secondary school.
- Children and parents visit secondary school open days.
- Children and parents choose their schools.
- Vulnerable pupils and their parents are offered additional support.

Summer of Year 6

- Children attend a secondary transfer day.
- SENCo arranges extra visits for vulnerable children.
- SENCo prepares SEN records for transfer.
- Class teachers and SENCo meet staff of receiving secondary schools.
- End of year reports and SAT's results sent on to the secondary schools.
- Common Transfer files completed and sent to secondary schools.
- Relevant Child Protection files are transferred on.

Vulnerable children:

- Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENCo.

Equal opportunities

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are valued.
- We will ensure to identify those children requiring special attention at an early stage and the receiving teacher will be made aware of this.