

# Transition Policy

for

## Canon Popham C of E Primary Academy



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ROLE	Chair of Local Governing Body
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## Vision Statement

*Our vision is to work together as a Christian community to nurture our children within a happy, stimulating, and caring school.*

*A place where:*

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice, and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self-discovery*

*Everyone Matters!*

***“When a seedling is transplanted from one place to another, the transplantation may be a stimulus or a shock. The careful gardener seeks to minimise shock so that the plant is re-established as easily as possible.” Cleave, Jowett & Bate***

## Introduction

The Governing Body is fully committed to the welfare of each child.

Care and attention is given to each stage of the individual's transition to, through and beyond the school.

Close relationships with other schools are encouraged to ensure a smooth transition and secure future development of the child.

We want our pupils to be happy and confident in all aspects of school life. We also want them to achieve their full potential in all areas of the curriculum as well as in their personal, social, and emotional development.

We recognise that pupils are vulnerable at all transition stages and to this end we will employ the following structures and systems to ensure a positive and smooth transition.

Before children arrive with us into Nursery, we know that they may not necessarily have been to another setting prior to this, and our Nursery may be their first experience with carers other than family outside of the home environment. We try to work with parents as much as possible and undertake home visits as well as a stay and play session before children start Nursery with us. We talk to parents about their child's interests and any worries they may have and encourage parents to keep in contact with school whenever they need to. We also hold pre-start information meetings.

Once children start with us there are five key stages of transition. Parents are invited to attend information meetings at the start of every year, linked to key teaching strategies and how they can support their child at home.

### 1. Nursery to School

The same steps are taken for children who have not attended our nursery. (Additional time in class may be found as required.)

- Initial contact from parent
- Exchange of information – Prospectus, Admission form
- Familiarisation tour if required
- Welcome meeting for parents and pupils.
- Opportunity for parents and children to come to school together and to have a school dinner

- Teacher exchange of necessary information

## 2. Foundation Stage to Key Stage 1

To provide a smooth and positive transition from one stage to another.

- To ensure effective communication between year 1 teachers and Foundation stage teachers.
- To raise parents' awareness of the different stages.
- To ensure pupils' skills, knowledge and understanding are built upon appropriately.
- To ensure the importance of play is emphasised in both key stages.
- To embed outdoor learning for both stages.
- To reduce requirement on written methods of recording in first term of year 1.
- To develop strong methods of communication between staff, parents, and children.
- To develop the skills of managing thinking, gathering information, using feelings, being creative and co-operating with others appropriately and consistently.

### How will this be achieved

- Good communication between Year 1 teacher and FS teacher regarding assessments/IEPs/more able pupils takes place through formal meetings in summer term before transition.
  - Transition documents are completed and final data summary is shared between FS and Y1 teacher
  - Children have the opportunity to spend time in their new class with their new teacher prior to the end of term. This is focused on starting to build relationships
- Flexibility in class arrangements established so that pupils' ages/ maturity and ability is recognised when delivering the curriculum.
- The Y1 classroom is developed to include elements of the outdoor learning provision in EYFS (Early Years Foundation Stage) so that the initial learning experiences in Y 1 build on the FS

## 3. School to School (at any age)

The following steps are taken to ensure that both the child and parents are confident, informed, happy, and relaxed about the school.

- Initial contact from parent
- Exchange of information – Prospectus, Admission form
- Familiarisation tour for parent and pupil
- Where possible the new child spends some time in his/her new class before starting transfer.
- Once at school a supportive peer is selected to ensure the new child knows where to go, what to do etc. and is not left isolated
- Records are obtained from the previous school
- Assessments are made by our staff to ensure appropriate groupings and support are given and any interventions required are quickly identified
- We aim to give parents full information about how well their child is settling into school and encourage parents to meet with class teachers or the head teacher in the early transition stages to ensure that both parent and child are confident and happy in school

## 4. Through the School (class to class)

The following steps are taken to ensure a supportive culture is maintained and children continue to make progress both academically and socially in a secure environment.

At Canon Popham we try to ensure that children stay with their same class teacher, and as much as possible in the same classroom, for 2 years.

In this way teachers get to know the children very well and have 2 years to build their learning across the phase. Teachers know and understand where children need to get to by the end of the 2-year period and are able to plan for this systematically. This also reduces the transition impact, as this only happens in alternate years, allowing children and teachers to have a smooth transition from FS1 to FS2, Y1 to Y2, Y3 to Y4 and Y5 to Y6.

Where children do have to transition between teachers

- Pupils are sent on messages or to show good work to other staff members
- All staff are present at good work assembly so are known to all pupils
- Parents are involved in school life –class helpers, fund raising activities, school performances, assemblies etc.
- Receiving teachers take their new class before the end of summer term
  - a) Discuss class identity
  - b) Discuss class rules
  - c) Send home information to parents if necessary
- Detailed records are passed on from teacher to teacher and meetings take place between teachers to pass on all relevant information about every pupil
- Key stage meetings and whole school meetings held each half term, to discuss pupil progress.

We are able to make individual transition arrangements for pupils with SEND (Special Educational Needs and Disabilities) who may require extra time with their new teacher and transition books with photos and key information, which they can look at through the holidays in order to remind themselves of the new staff and new classroom.

## **5. Primary to Secondary (KS2 to KS3)**

Close liaison and transfer procedures exist between school and receiving schools.

We work closely with our local Secondary school, where the vast majority of our pupils' transition to every year. Throughout their time at Canon Popham children can be involved in a range of transition activities across the pyramid including The Greenaway Project at Lower KS 2, a wide range of PE and sporting activities and competitions and secondary teachers visiting and delivering lessons such as science sessions in Upper KS 2. This ensures that children are as confident and familiar with the school and with other children who may be in their form/year group as possible before they start secondary education.

- A series of transition days are held with Y6 pupils at the local secondary school every year.
- Year 6 pupils are invited to an Open Evening in October where prospective parents and pupils meet the Head and some staff and tour the school. They are also able to attend for a morning tour while the school is in session if they would like to.
- Year 6 pupils attend transition days at their chosen secondary school and we are happy to support and facilitate this.
- Secondary staff visit the Y6 class in the summer term
- Year 6 staff inform KS3 staff of any SEN, behaviour, friendship issues, strengths, and areas of concern that may impact successful transition
- Assessment data is transferred at year end
- In the case of SEN children with EHCPs (Education Health Care Plan), SEN staff from the secondary school are invited to attend Year 5 & 6 reviews. Support is put in place during their transition so that it is available as soon as the pupils begin KS3.

Where children are identified as particularly anxious or vulnerable, as well as those on our SEN register, they can access additional visits to the local secondary school at key times, well before the whole class transition activities begin. These additional visits include orientation around the school, a visit at break time and a visit at lunchtime, so that children can see the routines and systems and be prepared for these. The visits are supported by staff from primary school who they are familiar with.

#### **Monitoring / Evaluation / Review**

The efficiency and effectiveness of this policy will be monitored by the SLT linking with the quality of learning and teaching. Monitoring will take the form of:-

- Feedback from pupils and parents
- Feedback from feeder schools
- Through pupil talk time
- Discussions with TA s and teachers