



Transition Policy

1. Defining the term 'transition'

In this policy, the term 'transition' describes the movement that takes place from one setting to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning.

2. Rationale

Education should be on-going. School policies and procedures must do the utmost to ensure that pupils transfer seamlessly through each phase of their education and where possible, contributing to the positive learning experience of every child.

3. Aims

- Effective transition aims to ensure pupils have:
- The confidence and capability to cope with change
- A positive attitude towards the upcoming new experiences
- A clear understanding of the new expectations ahead of them
- The benefit of effective communication between relevant parties
- Effective pastoral support
- The support of peers as part of a group
- A positive experience with minimum anxiety
- Appropriately challenging learning experiences from the start of their next class

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 children with learning difficulties experience a tailored transfer.

5. Transition of Nursery children to Reception classes

Parents and carers of children who will be entering a Reception class in September are invited into school for an informal meeting. This gives parents/carers the opportunity to meet with the Foundation Stage team, Mrs Cottle (School Parent Support Advisor) and the School Nurse as well as receiving information to help

prepare their child for starting school. Parents and carers are also invited into school to have lunch with their child prior to them starting school on a full time basis. This takes place in the second half of the Summer Term and gives parents/carers the opportunity to share this new experience with their child. It also helps parents/carers to make an informed choice regarding packed lunches or school meals - parents/carers are always very complimentary about the meals on offer and are eager for their child to have a cooked meal at lunchtime.

6. Transition to the next year group

To ensure a smooth transition from year group to year group, children move up to their new class before the end of the term. This early transition is made to ensure that children do not suffer any anxiety over the summer holidays about the expectations of their new class and teacher. It also gives children the opportunity to familiarise themselves with their new working environment, teacher expectations, classmates, class routines and timetables. This means that when we return to school in September they settle straight away into their new class with the minimum of teething problems therefore enabling them to make progress in their learning from their first day back. It also gives parents the opportunity to talk to their child's new teacher, share any concerns and become familiar with any changes in the daily class routine. To ensure the smooth transition of specific children who are more likely to find the transition into a new class difficult to manage, a formal meeting between the current teacher and the receiving teacher takes place, which will alert the new teacher to any possible areas of concern. Any issues or likely problems can be discussed to ensure that procedures are in place to ensure a smooth transition. At this meeting children will be identified for additional support. Relevant data on all children is discussed with the new teacher and a formal handover of books SEN and data files are made.

7. Transition to another Primary School

If a child moves to another primary school whether it be mid-year or at the beginning of a new academic year a comprehensive transition pack is put together by the class teacher. This enables a smooth transition which allows the next school to be able to place a tailored support package into place straightaway. The transition pack includes information such as the child's writing assessment book, current attainment in English, Mathematics and Science, copies of reports, attendance levels, SEN information and any specific interventions that are in place to support the child.

8. Transition to Secondary School

We recognise that many of our children experience a high level of anxiety about moving up to a new school, we therefore work very hard to ensure that every child has been equipped with the skills necessary to ensure that they can very quickly adapt to their new school community with the minimum of disruption to their

education. Involving parents soon after the children enter their final year in their primary school, the Year Six teaching team hold a parents meeting where they provide information regarding the cluster secondary schools to ensure that both parents and child have all the necessary information to make an informed choice. Representatives from the secondary schools are also invited to attend so that they can explain what parents/child can expect from secondary education. During the meeting, parents are also provided with information regarding the application process. Follow up 'drop-ins' sessions are arranged to provide any additional support for parents with regards to completing the secondary school application. Parents are also invited to attend secondary schools 'Open Days' or 'Open Evenings' alongside their child. This is a great opportunity to see and get a feel for the secondary schools, meet some of the staff and ask any questions.

Transition Activities: Throughout the course of the year, the Year Six teaching team work closely with staff from local secondary schools. In the first instance, opportunities for working with Unity City Academy and Outwood Academy, Ormesby are provided as these are our main feeder schools. During the latter part of the summer term, all Year Six children are invited to attend 'transition days' at their new secondary school. They take part in typical Year Seven lessons and are assigned a tutor.

9. Transfer of Data

Data is transferred electronically from Key Stage Two to Key Stage Three, via SIMS including the end of Key Stage Two SATs results and teacher assessment information, which the secondary school can use to inform grouping and teaching in Year Seven. If and where additional information is required, this is discussed between the Year Six teachers and Heads of Transition at the local secondary schools. SENCO's may also be involved in these discussions. Both Unity City Academy and Ormesby School provide Year Six teachers with a comprehensive form to complete, which requires information regarding SEN, Attainment, Social/Emotional Wellbeing and Family Circumstances.

10. Year Seven Ambassadors

During the final week of their time in primary school, Year Six children become Year Seven children and they take on the role of Learning Ambassadors across school. Each child is assigned to a class ranging from Nursery to Year Six. During this time, they have an ambassador project to complete. The aim of the ambassador project is to begin the transition process, moving children away from close friends and their usual teacher in a controlled way within a supportive environment.

11. Monitoring & Evaluation

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant children. The senior leadership team reviews the effectiveness of the transition phases annually and any changes necessary are made. Parents are actively encouraged to take an active role in the transition process. Staff, are committed to making this a smooth process for both children and the parents/carers. Any questions/queries that parents have, staff will do their utmost to provide the answers.

Policy adopted on 2014

Policy updated September 2017

Policy to be reviewed September 2018