



SAINT JOHN'S

# Transition Policy

Designated Member of Staff	Inclusion Lead
Date of Issue	Autumn 2020
Frequency of Review	Every two years

Issue Number	Issue Date	Summary of Changes
1	December 2021	Review and re-formatting of the policy
2	April 2024	Reviewed and re-published
3	April 2026	Reviewed

Our vision is that Saint John's Church of England Primary School is a place where everyone flourishes and grows: 'like a tree, flourishing in God's unfailing love' from Psalm 52:8. From diverse beginnings and building on our Christian values, we grow together to reach up and reach out. It is fundamental that all adults and children are (and feel) safe at Saint John's.

Transition can be a critical time for young children and needs to be managed sensitively by School. 'Transition' describes the movement that takes place from one year to the next, and in particular from one phase to the next within School. This is different from 'Transfer' which describes movement from one School to the next.

"The process of transition may be viewed as one of adaptation. This study has shown that the best adaptation takes place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time." NFER March 2005.

In our School the main phases of transition occur between Pre-school to Reception, Reception to Year 1 and Year 2 to Year 3 and Year 6 to Secondary School.

## **Aims**

We want our children:

- To experience a smooth transition from one phase/ key stage to the next, so that the pace and quality of learning are maintained to ensure that children continue to make good progress
- To feel supported and secure as they move through the classes
- To experience established routines
- To have the confidence to look forward to future year groups with enthusiasm

## **Equal opportunities and inclusion**

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition. The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. The PSHE education curriculum is used to support transition.

## **Teaching and Learning**

The approaches to Teaching and Learning are harmonised at the point of transition and meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/ key stage. Planning is based upon assessment information from the previous setting.

The following practices occur at Saint John's Primary School:

### **Pre- School to Reception:**

- The children are invited to attend and story time sessions with the class teacher in June
- Parents are invited to a New Parents Evening in June
- The class teacher or teaching assistant will endeavour to visit all children in their pre-school settings in July
- In the first two weeks of starting in Reception, the children attend in small groups on a part-time basis in order to help them settle into school routines and get to know their teachers and peers.

### **Reception to Year 1:**

- Reception children familiarise themselves with the main playground by having playtime with the rest of the school during Term 6
- Class swaps in Term 6
- Reception children are given a 'Passport to Year 1' to share with parents. This transition booklet highlights the similarities and differences of Year 1

### **Year 2 to Year 3, Year 3 to Year 4, Year 4 to Year 5 and Year 5 to Year 6:**

- Class swaps in Term 6
- Transition booklets are shared with those children who find transitions particularly difficult

### **Year 6 to Secondary School:**

- Transition programme at secondary school
- Transition work completed with Year 6 class teacher
- Visits by secondary school Year 7 tutors to meet children and Yr 6 Teacher at Saint John's
- Liaison with different secondary schools e.g. science/maths days, sporting events
- Liaison with secondary SENCO and secondary Pastoral Team with secondary SENCO invited to final review meeting of children on an EHCP; secondary SENCO/Pastoral lead invited to any CP/CIN/TAC meetings in Summer Term
- Safeguarding Leads between the two schools communicate about any concerns
- CPOMS files and any additional information transferred to secondary school

### **Other transition arrangements**

Throughout the school year, there are many opportunities for children to become familiar with other staff within the school. Therefore, the move into a new year group may not be as complex in our school. However, we are mindful that transitions are difficult for all involved and work to provide positive engagement about moving up, including in Collective Worship

and PHSE education lessons. In addition, we ensure parents/carers are informed throughout the process.