



SAINT JOHN'S

# Transition Policy

**Autumn 2020**

Designated Member of Staff	Inclusion Lead
Committee with responsibility	Curriculum and Standards
Date of Issue	Autumn 2020
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Review and re-formatting of the policy

Transition can be a critical time for young children and needs to be managed sensitively by School. In this Policy '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 establish 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 PSHCE curriculum is used to support transition.

## **Transition in Practice**

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

Pre- School to Reception:

- i) The children are invited to attend one pre-school session with the class teacher in June
- ii) Parents are invited to a New Parents Evening in June
- iii) The class teacher or TA visit all children in their pre-school settings in July
- iv) Parents are invited to a Curriculum evening in September

The majority of children are able to start school full time from day 1 (generally second day of term). If a child is not settling into school we will contact parents and ask them to collect their son/daughter. By the end of term 1 it is expected that children will have settled into the reception class.

#### Reception to Year 1:

- i) Reception children are given a photographic 'Passport to Year 1' which highlights the similarities and differences of Y1 to share with parents
- ii) The reception class familiarise themselves with the main playground by having playtime with the rest of the school at least once a week in term 6 and as opportunities arise when classes are out
- iii) Reception pupils are prepared for workbooks in term 6
- iv) Parents are invited to a curriculum evening in June
- v) The classroom layouts are similar and equipment is familiar to the children
- vi) Class swaps in Summer 2

#### Year 2 to Year 3 (Also - Year 3 to Year 4, Year 4 to Year 5 and Year 5 to Year 6):

- i) Class swaps in Summer 2
- ii) Parents are invited to a curriculum evening in June

#### Year 6 to Secondary School:

- i) Taster days at secondary School
- ii) PSHCE unit on 'moving on'
- iii) Visits by Year 7 tutors to meet children and Yr 6 Teacher
- iv) Good liaison with secondary schools eg science days, maths days, sporting events
- v) Secondary SENCO invited to final review meeting of children on an EHCP or my plans/my plan+

#### Other transition arrangements

- i) All classes swap to visit their new teacher at the end of the term 6
- ii) Reception and Y1 and Y3 teachers present an after-school curriculum workshop for the new Parents in term 6. Other class teachers are available for consultation

#### **Principles that underpin the Policy**

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. Children should enjoy new approaches at transition and the transition should motivate and challenge children. Parents are included in all processes of transition.