



CHANTLERS PRIMARY SCHOOL TRANSITION POLICY

Approved by:	Governing Body	Date: 1 st September 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

INTRODUCTION

This policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention are given to each stage for an individual, group or cohorts of children, through and beyond Chantlers Primary School.

AIMS

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

EQUAL OPPORTUNITIES AND INCLUSION

- Staff, children, parents, governors, and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are allowed to experience similar ease of transition.

PRINCIPLES

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class/setting.
- Styles of teaching and learning meet the needs of the children and are not a preconceived notion of what is appropriate for the next phase/key stage.
- There is professional regard for the information from the previous setting/class.
- Children can enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives attention to the needs of the children.
- An effective transition takes time and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned.
- Feedback from children and parents is encouraged and valued.

We have identified the following types of transition that children may experience whilst they are with our school:

1. Joining our Early Years setting (Pre-School or Reception)
2. The transition from Pre-School to Reception
3. The transition from Early Years to Key Stage 1
4. Transition in subsequent years throughout the school
5. In year transfers from Year 1 to Year 6
6. The transition from Year 6 to Year 7

Joining Early Years

- Parents and children receive a home visit, so staff can meet children in their environment.
- Children are invited to a familiarisation session on 'Move Up' morning, to allow the child to become familiar with the environment and begin to build relationships with staff and other children.
- Parents are invited to a 'New to Reception' meeting to introduce parents to staff and share information about the transition process and Early Years at Chantlers.
- Individual tours of the school are offered to all incoming parents and children.
- A 'New Starter Welcome Pack' is provided containing a 'Parent Handbook', detailing information about the school and its procedures and for the children, a book bag containing a 'Welcome to Chantlers' book.
- Essential information is collected through the registration form and from the parents through

the 'All About Me' form. This assists staff in understanding the emotional needs of the child.

- Discussions occur between Chantlers teachers and staff from other providers.
- Parents work with staff using Evidence Me, which allows parents to upload photographs of their child's learning at home.
- There is a staggering induction when children begin in September.
- All Reception staff stay until children are settled in the dining room, at lunchtime, for the first few weeks.
- Through observations, a baseline record is completed within the first few weeks of entry into Early Years, this will also highlight the need for intervention
- A meeting for parents is organised during the Autumn term to explain the teaching of the EYFS curriculum.
- Early Years staff are always available before and after school to chat to parents informally, they are proactive in talking to parents about issues that may arrive with individual children.

Supporting children who have identified additional needs

- Information is collected from other professionals who are involved with the child.
- School staff work with other professionals before the child joins the school, ensuring readiness to meet the child's physical, emotional and social and learning needs.

The transition from Pre-School to Reception

- Pre-School parents are invited to a 'New to Reception' meeting to introduce parents to staff and share information about the transition process and Early Years at Chantlers.
- Children attend half a day in their new class on 'Move Up Morning' to familiarise themselves with their new learning environment.
- In the autumn term, the provision closely reflects summer term practice in Pre-School.
- During the summer term, staff will explore changes with children to support transition by exploring any issues that arise for cohorts.
- Children's development records and any learning support evidence for SEN are made available to the next teacher.
- Chantlers Pre-School children spend time jointly with Reception children during the independent time to familiarise themselves with the Reception learning environment.
- Handover meetings are held in the summer term and joint moderation is completed between Pre-School and Reception staff.
- When children transfer to other primary schools, records will be sent and meetings will be held as required for children who have additional needs.

The transition from Early Years to Key Stage 1

- The Year 1 curriculum builds on and extends the experiences children have had during their Early Years. Teaching and learning are delivered in a creative and hands-on way to support children's transition.
- Children attend half a day in their new class with their new teacher and teaching assistant on 'Move Up Morning' day to familiarise themselves with their new learning environment.
- Teaching staff meet to discuss children's progress. Early Years teaching staff provide the new teacher with information on the level of ability, any special educational needs or medical issues and any other information relevant to the well-being and development of the child. Information includes:
 - Knowledge of Phonics phrases and sounds
 - Reading ability
 - Writing ability
 - Maths ability
 - EYFS profile highlighting targets achieved

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

- Parents are part of the transition process and are invited to 1:1 parent meetings at the end of the school year. Parents receive a progress report on their child's current year and meet the new teacher.

Transition in subsequent Years throughout the school

- All children visit new classes and work alongside new teachers on 'Move Up' morning in the summer term.
- During these sessions, a piece of jigsaw-based work is completed.
- Annual tracking of children's progress through interim and key stage SAT's, spelling and reading assessments occur continuously. This data informs the child's next teacher of targets and learning goals for the following year.
- Parents are part of the transition process and are invited to 1:1 parent meetings at the end of the school year. Parents receive a progress report on their child's current year and meet the new teacher
- Throughout the year, there are shared assemblies, buddy reading systems and project-based opportunities where children from different age phases mix to enable them to get to know other staff as well as one another.
- Handover meetings are held in the summer term. The following information is passed on/made available to the next teacher:
 - Reading book band colour
 - SEND for children on the SEND register
 - Access CPOMS
 - Medical records – generated from Integris by the school office
 - Writing portfolio
 - Sketchbooks – continue to work in
 - Learning support records – continue to work in
- **HOLD ON TO TWO OF EVERYTHING for a higher, middle and lower attaining child from each class. This is for Ofsted purposes.**

- School and class rules are completed in the first week of September.

In Year Transfers from Year 1 to Year 6

- Individual tours are offered to all incoming parents and children.
- Induction sessions are available to allow a child to become familiar with their new class and new environment.
- Parents are provided with a 'New Starter Welcome Pack' containing a 'Parent Handbook', detailing information about the school and its procedures.
- New children are assessed as soon as possible by the class teacher and/or SENCO
- A 'buddy' is identified to help the new child to integrate
- Records from the previous school are made available to the classteacher and SENCO
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

The transition from Year 6 to Year 7

- Chantlers follow the transition arrangements that each high school has in place as these tend to vary at each school.
- Children are required to submit a letter to SLT describing the skills they will need for High School. Those assessed as meeting the requirements are presented with a 'High School Ready' tie.
- Teachers from Chantlers feeder secondary school, most frequently Elton High School, but other secondary providers too, visit to provide lessons and assemblies in specific subjects.
- The Year 7 tutors from secondary settings visit Year 6 to meet the children and discuss their thoughts and concerns ahead of transfer
- A formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school to transfer information about individual children where required.
- The Year 6 teacher liaises with the Year 7 teacher from the receiving school, to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEN) receive additional support before and after the transition.
- Common transfer files and CPOMS records are sent to secondary schools.
- Year 6 children attend their prospective secondary school for a transition day during the summer term.
- Year 6 children engage in transition units in literacy, numeracy or other areas of learning in association with their receiving secondary school.
- Children may be identified as benefitting from a Year 11 'buddy' to help them transfer to secondary school – the buddy meets the child, at Chantlers and then supports them during the transition to secondary school.

Vulnerable children

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