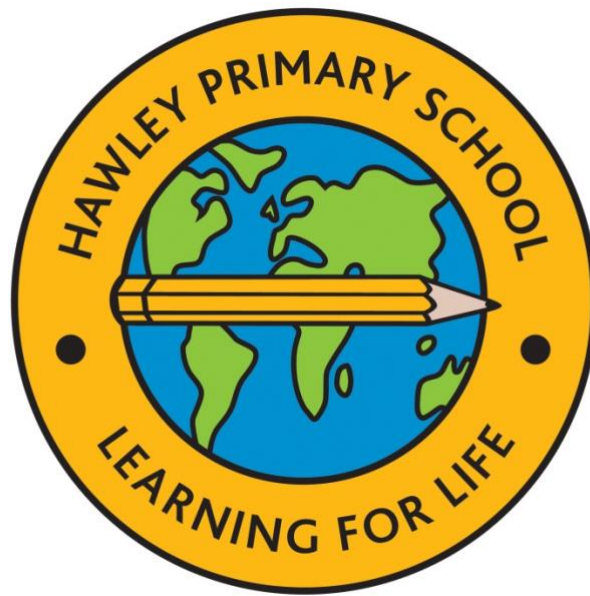


HAWLEY PRIMARY SCHOOL



TRANSITION POLICY

AGREED BY GOVERNORS: Summer 2026

LATEST REVIEW: Summer 2026

NEXT REVIEW: Summer 2027

At Hawley Primary School, we are committed to ensuring that all pupils feel happy, secure and confident in every aspect of school life. We strive to enable every child to achieve their full potential across the curriculum within a supportive and nurturing environment.

We recognise that periods of transition can present challenges for some pupils. Changes such as moving to a new classroom, working with a new teacher, or progressing between key stages can create uncertainty. Transition points — including the move from the Early Years Foundation Stage to Key Stage 1, where learning becomes gradually more structured and formal, and the transition from Primary to Secondary education — may be especially significant.

We understand that rapid or significant change can lead to feelings of insecurity or anxiety. Children experiencing stress may respond in different ways, including becoming withdrawn or displaying behaviours that indicate they are finding the transition difficult. Both responses can impact wellbeing and learning.

Our Transition Policy outlines the structures and systems we implement to support pupils effectively, ensuring that all transitions are carefully planned, positive and as smooth as possible. Through proactive planning, clear communication and tailored support, we aim to minimise anxiety and promote continuity, confidence and success for every child.

Aims

At Hawley Primary School we aim to:

- Promote smooth and well-planned transitions for children at each stage of their education.
- Ensure continuity and progression in teaching and learning across all phases.
- Raise parents' and carers' awareness of the different stages of education and the opportunities and challenges they may present.
- Ensure that pupils' skills, knowledge and understanding are developed progressively and built upon effectively.
- Recognise and promote the importance of play within the Early Years Foundation Stage as a fundamental part of learning and development.
- Embed outdoor learning across all phases, with particular emphasis within the Early Years.
- Provide high-quality, personalised learning that meets the needs of every child at all stages of their educational journey.
- Work collaboratively with local secondary schools to ensure a smooth and well-supported transition between Year 6 and Year 7.
- Develop and maintain strong, effective communication between staff, parents, carers and pupils.

Key Principles

- ❖ Information will be gathered prior to a child starting in a new setting through close cooperation and partnership with parents and carers, current staff, receiving staff and, where age-appropriate, the child.
- ❖ Discussions and information-sharing will focus on the whole child, not solely on developmental or academic achievement. This will include consideration of routines, interests, family context, medical information and any additional needs.
- ❖ Transition timelines will be flexible and adapted where necessary to meet the individual needs of each child.
- ❖ Relevant information — including details relating to safeguarding, social care involvement, special educational needs, or looked-after status — will be shared appropriately on a strict 'need to know' basis and in full compliance with data protection legislation.

TRANSITION INTO EARLY YEARS

Prior to transition, EYFS teachers visit all incoming Reception children in their current early years settings. By visiting every pre-school and nursery attended by our new pupils, staff gain a thorough understanding of individual needs, enabling personalised transition planning and targeted support to ensure a positive start to school.

During the summer term, EYFS teachers make regular visits to feeder pre-schools to deliver story and singing sessions. Where needed, additional visits are conducted for children who require further support to ensure a smooth transition to reception. This may include:

- ❖ Building familiarity with staff
- ❖ Supporting children with SEND

❖ Helping children who are particularly shy or have limited English

The EYFS leader will approach all Early Years settings in the summer term to request relevant assessment information for incoming reception pupils, including observations and any progress check at age 2 records where appropriate.

In the summer term, parents are invited to attend an information meeting where they will have the opportunity to meet Early Years Foundation Stage (EYFS) staff and other members of the school team. During these sessions, parents will learn about the activities and daily routines of the school, the principles underpinning early years education, and practical ways they can support their child's readiness for starting school.

Additionally, parents will have the opportunity to meet individually with a member of the EYFS teaching staff at one of our parent consultations. This enables parents to share information about their child's interests, strengths, and any concerns they may have. This will help inform decisions about class placements.

Children are offered a programme of arranged visits to support a smooth transition into school during the term before they start.

- ❖ **Taster Sessions:** Children attend a one-hour session in small groups accompanied by their parents/carers. These sessions take place in the Early Years Foundation Stage (EYFS) setting and provide an opportunity for children and families to become familiar with the environment and staff.
- ❖ **Main Classroom Visit:** Children attend a two-hour visit to their classroom without their parents/carers. This allows them to experience classroom routines, interact with staff and peers, and begin to build confidence and independence in their new setting.

These visits help children become familiar with the school environment and support a positive and successful start to their school journey.

During the final week of the Summer Term, children and their families are invited to attend a Teddy Bears' Picnic. This event provides an opportunity for families to meet and connect with other parents, become more familiar with the school environment, and get to know the EYFS staff. It also allows each child to meet their assigned Year 6 Buddy for the first time.

Each child is paired with a Year 6 Buddy and receives a welcome letter from them before starting school. The Buddies offer support during lunchtimes and act as a friendly, familiar face throughout the children's first few weeks, helping them settle into school life with confidence.

The week before children start the Foundation Stage, EYFS staff visit families at home. These visits help build positive relationships, enable staff to get to know each child and their needs, and support a smooth and confident transition into school.

During the summer holidays, children are given an "All About Me" box to complete. They can fill it with photographs, drawings, and other special items from home. By sharing this with the rest of the class it will ensure children feel valued and confident, as well as enabling staff and classmates to get to know them better.

Seesaw is used as a point of contact during the summer holidays sharing photographs of the classroom, learning environment, and teaching staff. This helps children become familiar with their new surroundings and key adults before starting school, reducing anxiety and building confidence.

Transition books containing photographs of the classroom, teachers, and an outline of school routines are provided to each child's preschool or nursery setting. These books are also uploaded to Seesaw so that parents and carers can share them at home. This supports children in developing familiarity with the school environment, routines, and expectations, helping them feel more secure and prepared for the transition to Reception.

Individualised social stories are provided for children identified as requiring enhanced transition support, including those with SEND, LAC, post LAC. These stories are tailored to the child's specific needs and help them understand what to expect when they start school, reducing uncertainty and supporting emotional wellbeing and successful transition.

Additional transition meetings are arranged for children with SEND, looked-after children (LAC), and previously looked-after children (post-LAC) to ensure a smooth and successful transition between settings. These meetings provide opportunities for parents, carers, professionals, and school staff to share relevant information, identify individual needs, and plan appropriate support.

TRANSITION FROM EYFS TO KEY STAGE 1

We recognise that for some children this stage of transition can be a challenge. To ensure a smooth and successful transition, we focus on key areas including familiarisation, continuity in approaches to teaching and learning, and effective transfer of information between staff.

During the summer term, EYFS children will attend whole-school assemblies at least once a week. This supports children in becoming familiar with whole-school routines, expectations, and the wider school community.

KS1 teachers will spend time in both EYFS classes during the summer term, for example by reading stories and observing child-initiated play. This helps children to develop positive relationships with their future teachers in a familiar and secure environment.

EYFS children will visit Year 1 classrooms (when empty) and outdoor learning spaces. This enables children to become familiar with their new learning environment, supporting confidence and independence ahead of the transition.

Due to our mixed-age classes, EYFS and Year 1 children take part in a range of shared activities during transition sessions. These experiences help children build familiarity with their peers and Key Stage 1 staff, supporting social confidence and easing the move into a new phase of learning.

Careful transfer of information between EYFS and Year 1 staff ensures continuity in learning, progress, and individual needs. This allows teaching to be well-informed and appropriately adapted from the start of Key Stage 1.

Personal, social and emotional development and listening skills are prioritised in the Foundation Stage and continued into Key Stage 1 to ensure consistency and progression.

The transition from EYFS to Year 1 is supported through a shared focus on outdoor learning, with the KS1 outdoor space used regularly to ensure continuity in learning and development.

During the summer term, EYFS and Year 1 teachers will work together to ensure a smooth transition for pupils. This will include:

- **Ongoing dialogue** between EYFS and Year 1 teachers about individual pupils' needs, including assessments, Personal Plans, and identification of Most Able and Gifted and Talented pupils
- **Transfer of key data and records:**
 - Phonic assessments
 - Reading records
 - EYFS Profile data
 - Information about each child's Characteristics of Effective Learning

This collaborative approach ensures Year 1 teachers have a comprehensive understanding of each child's learning journey and can provide appropriate support from the start of the new academic year.

In the Autumn Term, parents will be invited to a KS1 meeting led by KS1 teachers in the Autumn Term to support understanding of expectations for the coming school year.

Approaches to Teaching and Learning in Year 1

- Teachers recognise that some pupils may still be working within the Foundation Stage Profile and will use the EYFS curriculum to inform teaching where appropriate (e.g. summer-born children, pupils with SEN and EAL).
- Child-initiated learning opportunities are maintained, with provision that reflects EYFS practice and is enhanced through topic-based challenges.

- Learning takes place both indoors and outdoors, with regular use of the outdoor environment to support engagement and development.
- Teachers observe children during self-chosen play to identify learning styles and inform future planning and provision.
- Topic-based learning is extended through enhanced opportunities within continuous provision, supporting deeper learning through child-led exploration.

Transition from KS1 (Year 2) to KS2 (Year 3)

The Leadership Team work to ensure that the transition within school from KS1 to KS2 is smooth and seamless.

Strategies that we will use include:

1. Familiarisation Activities

- Arrange visits to Year 3 classrooms so pupils can see their new learning environment
- Organise 'taster sessions' where Year 2 pupils spend time with Year 3 teachers
- Create opportunities for Year 2 and Year 3 pupils to collaborate

2. Teacher Collaboration and Information Sharing

- Year 2 teachers pass on comprehensive information about each pupil's attainment, progress, and learning
- Hold transition meetings where Year 2 and Year 3 teachers discuss individual pupils, particularly those with SEND or other specific needs
- Share assessment data and work samples to give Year 3 teachers a clear picture of pupils' abilities
- Involve Year 3 teachers in Year 2 moderation activities to help them understand pupils' current levels

3. Curriculum Continuity

- In the summer term of Year 2, gradually introduce more structured learning sessions to prepare pupils for KS2 expectations
- In the autumn term of Year 3, maintain some familiar KS1 teaching approaches (such as practical, hands-on activities) while gradually introducing KS2 methods
- Ensure Year 3 builds on the learning from Year 2 rather than starting completely afresh
- Keep some familiar resources and classroom features that pupils recognise from KS1

4. Communication with Parents and Carers

- Information sessions for parents/carers about what to expect in Year 3
- Explain the differences in curriculum expectations and teaching approaches between KS1 and KS2
- Provide opportunities for parents/carers to meet Year 3 teachers before the transition
- Share information about any changes to routines (such as homework expectations, break times, or school day structure)

5. Pastoral Support

- Maintain consistent pastoral systems
- Be mindful of pupils who may find change particularly challenging and provide additional support
- Create a welcoming classroom environment that acknowledges both the step up to KS2 and pupils' need for familiarity

Transition from Primary (Key Stage 2) to Secondary (Key Stage 3)

We work closely with receiving secondary schools to ensure that pupils experience a smooth, supportive and well-coordinated transition from Year 6 to Year 7. The following arrangements are in place to support this process:

- Transition project work is completed during the second half of the summer term. This includes participation in programmes such as *My Happy Mind*, which support emotional wellbeing and resilience.
- Pupils attend a half-day or full day visit to their new secondary school, in line with the receiving school's transition arrangements.
- Throughout the academic year, when available, pupils are provided with opportunities to attend events at local secondary schools, such as sports competitions and mathematics challenge activities, to increase familiarity with the new setting.
- Transition meetings take place between Year 6 teachers and Year 7 tutors (or equivalent staff) at receiving secondary schools to discuss individual pupils and ensure continuity of academic and pastoral support.
- Year 6 teachers provide information for each child, in accordance with the receiving secondary school's format and requirements.
- Pupils identified as having Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), or who are Looked After Children (LAC), receive enhanced transition support both before transfer.

- All relevant records are securely transferred to the receiving secondary school in line with statutory requirements.
- Additional transition work is undertaken with identified pupils and families who may require further support. This may draw upon guidance and resources provided by the Hampshire Specialist Teacher Advisory Service (STAS).

Through these comprehensive arrangements, we aim to ensure that every pupil feels prepared, confident and well-supported as they move into the next phase of their education.

Transition through school

Transition Sessions

Pupils will take part in planned transition sessions to support them in becoming familiar with their new classroom environment and teacher. These sessions will take place during the final weeks of the summer term and will typically consist of a half-day visit. Where appropriate, this will coincide with Year 6 pupils attending secondary school transition activities or engaging in dedicated transition projects.

The sessions will provide pupils with the opportunity to become familiar with new routines and expectations, including cloakroom procedures, toilet arrangements, playtime organisation and lunchtime systems. Importantly, this time will allow children to begin building positive relationships with their new teacher, support staff and classmates, fostering confidence and a sense of belonging ahead of the new academic year.

Themes

A transition theme will be identified prior to the session and introduced during the transition day. This theme will continue into the autumn term to provide continuity and familiarity. Personal, Social, Health and Economic (PSHE) education will form a key focus during the transition session and at the beginning of the autumn term, supporting pupils' emotional wellbeing and readiness for change.

Summer holiday homework will be linked to the transition theme and set by individual year groups. Pupils' work will contribute to a classroom display, which will be prepared in advance and ready in the new classroom for the start of the autumn term, helping children feel welcomed and valued in their new learning environment.

Communication with Parents and Carers

Parents and carers will be informed of their child's new class placement via SeeSaw. A 'Meet the Teacher' video will also be shared through the platform to introduce staff and outline key information. During the summer holidays, SeeSaw will be used to share photographs of the new classroom and other relevant updates, helping to maintain connection and further support a smooth transition.

Transition for Vulnerable Pupils

We recognise that some pupils may find periods of change particularly challenging. For these pupils, enhanced and individualised transition arrangements will be implemented to ensure they feel secure, supported and prepared for the next stage of their education. For pupils moving between classes within school, additional preparation will be provided. This may include social stories and a personalised transition booklet containing photographs of their new classroom, teacher and supporting adults. The booklet will be shared with families and taken home over the summer holidays to provide reassurance and serve as a visual reminder of the upcoming change. For vulnerable pupils transferring to secondary school, an extended transition programme will be arranged in partnership with the receiving school. Where necessary a transition plan will be developed by the SENDCO and the Year 6 teacher, with support assistants deployed as appropriate to facilitate the process. Through these tailored approaches, we aim to reduce anxiety, promote confidence and ensure continuity of provision for our most vulnerable pupils.

Staff Transition Meetings

During the summer term, teachers will meet to discuss all pupils as part of a structured transition process. These meetings provide an opportunity for staff to share detailed information to ensure continuity of learning and support.

Information shared will include:

- Pupil attainment, achievement and progress, including assessment data and tracking information.

- Special Educational Needs and Disabilities (SEND), including identified vulnerabilities, personal plans and current provision.
- Pastoral information and any relevant social or emotional considerations.
- Effective strategies, interventions and approaches that support the pupil's learning and wellbeing.

This exchange of information ensures that receiving teachers are informed and prepared to meet the needs of every child from the start of the autumn term.

Parent Meetings

At the beginning of the academic year, each year group team will provide meetings for parents and carers to outline expectations for the upcoming year group or key stage. These sessions will support families in understanding curriculum changes, routines and key milestones.

Parents and carers will have the opportunity to ask questions, raise concerns and discuss any individual needs during these meetings. We value strong home-school partnerships and recognise that clear communication is essential in supporting pupils through periods of transition.

Equal Opportunities

We recognise that transition periods can be particularly challenging for some pupils, including those with Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), and those for whom English is an Additional Language (EAL). These challenges may impact their learning, wellbeing and progress. At Hawley Primary School, we are committed to identifying pupils who require additional support at an early stage, regardless of their race, colour, gender, or beliefs. Appropriate provision will be planned to meet their individual needs, and all relevant information will be shared with receiving teachers and schools to ensure continuity of support. Our aim is to ensure that every child has equitable access to a positive, well-supported transition, enabling them to thrive in their new setting.

Monitoring

The Senior Leadership Team (SLT), under the guidance of the Headteacher, is responsible for monitoring the quality of teaching and learning, including the effectiveness of transition arrangements across the school. Monitoring of transitions will be undertaken using a range of strategies, including:

- ❖ Lesson observations to ensure continuity and quality of teaching.
- ❖ Scrutiny of planning to evaluate the appropriateness of transition-focused activities.
- ❖ Pupil conferencing to gather feedback on experiences, confidence and wellbeing during transition.
- ❖ Discussions with parents and carers to gain insight into the effectiveness of transition support.
- ❖ Collaborative discussions and feedback among all staff to share best practice and identify areas for improvement.

Through these monitoring processes, the school ensures that transitions are effective, supportive and responsive to the needs of all pupils.