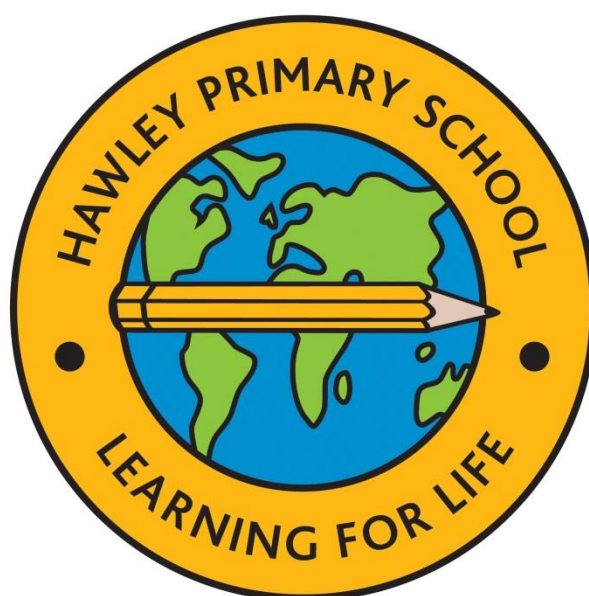


HAWLEY PRIMARY SCHOOL



TRANSITION POLICY

APPROVED BY: J BAKER (HEADTEACHER)

LATEST REVIEW: Summer 2022

NEXT REVIEW: Summer 2026

RATIONALE

At Hawley Primary we want our pupils to be happy and confident in all aspects of school life. We also want them to achieve their full potential in all areas of the curriculum. We recognise that some pupils may be vulnerable at times of transition and to this end we will employ the following structures and systems to ensure a positive and smooth change to their educational setting. Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. Early Years Foundation Stage into Key Stage 1, can be especially challenging due to the change of 'play' based curriculum to a gradually more 'formal' approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning and our Transition Policy aims to alleviate any difficulties children may have in making this transitional change.

AIMS

At Hawley Primary School we aim to:

- Promote the smooth transition of children at the start of each new setting.
- Promote continuity of teaching and learning.
- Raise parents' awareness of the different stages and the challenges they present.
- Ensure that pupils' skills, knowledge and understanding are built upon appropriately.
- Ensure that the importance of play is emphasised in Early Years Foundation Stage.
- Embed outdoor learning at all phases but particular emphasis in Early Years.
- Ensure that personalised learning is a strength at all stages of learning.
- Develop strong methods of communication between staff, parents and children

Key Principles

- ❖ The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- ❖ Discussions and collection of information will focus on the whole child and not just child development or academic achievement e.g., routines, interests, family unit, relevant medical information alongside any additional needs.
- ❖ Timescales for transition are variable to meet the individual needs of the child
- ❖ Other relevant information e.g. social care issues, special educational needs, looked after child (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

TRANSITION INTO EARLY YEARS FOUNDATION STAGE IN SCHOOL

- Teachers in EYFS attend EYFS support groups meetings termly. Teachers get the chance to share information with local Early Years Settings.
- EYFS Teachers will visit and meet/work with children at their early years setting on several occasions prior to transition. Pre-schools and Nurseries attended by each child is visited.
- EYFS Teachers visit feeder pre-schools regularly in the Summer Term to deliver story and singing sessions.
- EYFS leader will approach all Early Years Settings and request assessment records in the summer term (Learning Journey, EYFS Profiles where appropriate)
- Parents are invited to attend information meetings. At this time they will get the opportunity to meet Foundation Stage Staff and other staff members of the school. Parents will learn about activities, routines of the school, the principles of early education and how they can help their child at home.
- Parents will have a one-to-one meeting with their child's teacher to discuss their child's interests and any concerns they might have prior to their child being placed in their new class.
- Children have a programme of arranged visits to school in the term before they start. This includes a taster session in small groups and a main class visit.

- In the last week of the Summer Term, the children and their families are invited to attend a Teddy Bears Picnic in order to network with other parents and become more familiar with the school environment and EYFS staff. The picnic provides an opportunity for each child to meet their Year 6 Buddy.
- Each child is assigned a 'Buddy' in Year 6 and receives a letter from them. The Buddies support the children during lunchtimes and provide a familiar face during the first few weeks at school.
- The week before each child's entry to the Foundation Stage, teachers and support staff in EYFS visit the children at home.
- During the Summer Holidays the children are given an 'All About Me' box to encourage them to bring in special things from home to share with the rest of the class when they start school.
- Photos of the classroom and teachers are added to Seesaw over the summer to help build familiarity over the summer holidays.
- Transition books containing photographs of the classroom, teachers and outline of school routines are provided to each child's preschool and Nursery setting.
- Additional meetings are arranged for children with SEND, LAC and post LAC to provide a smooth transition between settings.
- Personalised social stories are provided for children with SEND, LAC, post LAC and to other children who would find this beneficial.
- Meetings are then held as appropriate throughout the year to explain to parents how their children learn. This information is also shared to parents via Seesaw.

TRANSITION FROM EYFS TO KEY STAGE 1

We recognise that for some children this stage of transfer can be a challenge. To ensure a smooth transition we have identified individual areas of focus - familiarisation, approaches to teaching and learning and transfer of information.

- In the summer term Foundation Stage children will attend whole school assembly once a week.
- Year 1 teachers will spend time in the summer term with Foundation Stage classes; reading stories and observing child-initiated play etc.
- The focus on personal and social development and listening skills will be a priority in the Foundation Stage, continuing into Key Stage 1.
- Outdoor learning will be an ongoing focus for both Foundation Stage and Year 1 children.
- There will be ongoing communication between Year 1 teachers and Foundation Stage teachers regarding assessments/Personal Plans/Most Able and Gifted and Talented to be developed in summer term before transition.
- Teachers in Foundation Stage will pass on phonic assessments, reading records and EYFS profile data to Key Stage 1 teachers. A dialogue between EYFS and KS1 teachers will provide information on each children Characteristics of Learning.
- Parents will have the opportunity to attend a year 1 transition meeting to be led by Year 1/2 teachers in the Autumn Term

Approaches to Teaching and Learning in Year 1

- Awareness that some pupils will still be working on the Foundation Stage Profiles and that the Year 1 teacher uses the Foundation Stage Curriculum to inform their teaching for these if required. (Summer born, SEN, EAL)
- Opportunities for child-initiated learning with provision that reflects the provision provided throughout EYFS
- Opportunity for learning will take place outdoors as well as in the classroom.
- Teachers will take time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided according.

Opportunities will be provided to extend topic-based learning within their child-initiated provision.

TRANSITION THROUGH SCHOOL

Transition Sessions

This is for pupils to spend time with their new teacher in their new room. It will take place in the last weeks of the summer term for one half day when the Year 6 are at secondary school or working on other transition projects. The transition sessions will focus on new routines including cloakroom, toilets, playtime routines, lunchtime rota and assemblies. It will be a time for children to get to know their new teacher and develop relationships with classmates.

Themes

The theme for the transition sessions will be chosen before the session and continued in the autumn term. PSHE will be a key focus during the transition morning and at the beginning of the autumn term. The pupils' summer holiday homework will be linked to the topic and set by Year Groups. A display based on the topic will be completed. This will be up in the new classroom in the autumn term.

Parents will be informed of their child's new class via SeeSaw. A 'Meet the Teacher' video will be sent out via Seesaw. Throughout the summer holidays Seesaw will be used to share photos of the new classroom.

Transition for Vulnerable Pupils

For pupils who find times of change most challenging, special plans will be put in place to support this process. If pupils are moving from class to class within school, they will have a booklet which shows pictures of whose class they will be in and which support assistant will be working with them. This booklet will be taken home as a visual reminder over the summer holidays.

For vulnerable pupils who are transferring to secondary school, a longer period of transition will take place in conjunction with the new school. A transition plan will be put in place by the SENDCo and Year 6 team leader and support assistants will be deployed to lead this process. This would usually involve the new staff meeting the pupil at the primary school, observing them in lessons and starting to develop a relationship with the pupil. It would be hoped that the pupil, if statemented, would meet their new support assistant prior to starting senior school.

Staff Transition Meetings

Teachers meet in the summer term to discuss individual children. Staff will have the opportunity to pass on information about pupil achievement and progress (trackers and APP records), SEN (including vulnerabilities, personal plans and provision) and discuss any issues.

Parent Meetings

Year Teams will provide a series of meetings for parents to inform them of the expectations for each year group or key stage and to help in understanding the new routines. Parents can discuss any difficulties or queries at these meetings.

Transition from Primary (KS2) to Secondary (KS3):

- Transition project work completed in 2nd half of Summer term.
- Half or full, day visit to new secondary school (dependent on secondary schools own policy).
- Sport events and Maths challenge visits to local secondary school throughout the year.
- Formal meetings between the Year 6 teachers and the Year 7 tutors of receiving secondary schools.
- Year 6 teacher and Headteacher attend termly cross phase meetings with local Primary and Secondary schools.
- Identified children (SEN, EAL, and LAC) receive additional support before and after transition. Liaison continues between SENCOs after transition.

- Transfer of records to secondary school.

EQUAL OPPORTUNITIES

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language, transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those requiring special attention/support, whatever their race, colour, gender, beliefs, at an early stage and the receiving teachers and schools are made aware of this.

MONITORING

The Senior Leadership Team, under the guidance of the Headteacher, are responsible for monitoring the quality of learning and teaching and the monitoring of the transition through the school will be undertaken in the following ways.

- ❖ Lesson observation
- ❖ Planning scrutiny
- ❖ Book Scrutiny
- ❖ Pupil Conferencing
- ❖ Discussions with parents
- ❖ Discussions and feedback between all members of staff