

## **ST JAMES' RC PRIMARY SCHOOL TRANSITION POLICY**

This policy has the School's Motto at its heart.

**Faith in action,  
Growing together,  
Walking in the footsteps of Christ**

### **Context**

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

### **Aims**

At St. James' there are five stages of transition: -

- Pre-school to Reception Class
- From Reception Class to Year 1.
- From one class to another.
- From one school to another – mid year transfer.
- From Year 6 to Year KS3.

We recognise that each of these transitions is a unique phase which has its own challenges and expectations. We want our children to experience a smooth transition throughout their learning so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of transition at all stages from entry to St. James' right through to entering secondary education. This policy also aims to:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new year group.
- Make a happy transition from home and/or pre-school to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children with SEND.

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

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment from the previous class

- Styles of teaching and learning will meet the needs of the individual child and not preconceived notions of what is appropriate for the key stage
- Children should enjoy new approaches at transition
- Transition should motivate and challenge children

### **Equal Opportunities and Inclusion**

The children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with SEND at transition.

### **Transition from Home and/or Pre-School to the Reception Class:**

- Parents and children are notified of their allocated place in April.
- A welcome letter with key dates is sent to parents when places are confirmed.
- In the summer term an induction meeting is held for all incoming parents. Parents receive an 'information pack' containing necessary consent forms and other useful information. All families sending a child to St. James' are invited to share information – through a questionnaire prior to starting in September.
- In the summer term children are invited to spend part of an afternoon in the Reception classroom. This takes place over two afternoons with children split into two smaller groups. The class teacher and support staff meet the children while parents remain on site meeting each other and the PTA.
- Discussions occur between St. James' school and staff from other settings. Bromley pre-school settings complete and send the Transition document to school and are invited to attend the Bromley EYFS transition day held in May. Many settings send reports and portfolios about the children so that staff can get to know children's individual needs.
- The Reception teacher visits local pre-schools and observes the children.
- Any pupil that has been identified with SEND will receive additional visits to school as appropriate and other supporting transition resources. Parents are invited to a meeting with SENCo and Head teacher to discuss learning needs.
- A home visit is conducted during the first few days of the autumn term to see the child at home and meet families. Children are not in school until the start of the first full week. This is undertaken by the class teacher and a member of the support staff. Parents will be able to request which day is most suitable.
- Children's first day is either the morning or afternoon session on the Monday of the first full week. All children then attend Tuesday and Wednesday morning sessions. On Thursday and Friday children stay for lunch. The following week children are in full time. For some children parents, in discussion with the school, may choose to delay their child's start to later in the school year. All Children must be in school the term after they turn 5 years old.
- A workshop in October ensures that parents understand approaches to phonics and reading.
- The EYFS staff are proactive in talking to parents about issues that may arise with individual children.

- St James operates an ‘open door’ policy. Parents are able to have a ‘quick word’ at the classroom door in morning to make staff aware of issues which may affect their child during the day. Staff are available at the end of the day for other concerns. Parents may make an appointment to see the teacher, via the school office, at a time that is mutually convenient.
- Children are invited to start school in September. Parents may request for a January start date depending on the age and needs of their child.

### **Transition from Reception Year to Year 1**

The Y1 curriculum builds on and extends the experiences children have had during EYFS, where a kinaesthetic approach to teaching and learning is maintained and built upon as an appropriate method of teaching and learning. For the first half term the Y1 classroom, as far as is possible, aims to reflect a similarity to the Reception classroom in that as it exhibits group areas of learning. The same phonics scheme and books are continued to ensure familiarity and continuity.

Although Y1 is the first year within which the National Curriculum (NC) is followed, we continue to develop the independent learning skills established in the EYFS. Children in Y1 are encouraged to select resources and activities independently and use decision making skills in their learning. During the first term teaching the NC lessons will reflect a play based, group work approach. There will be a mixture of whole class teaching on the carpet as well as at their tables. Children will have opportunities to have ‘choosing time’ when appropriate learning tasks are completed. They will also have in class ‘busybee’ books, which children can access at the end of learning sessions. This aims to encourage and develop on their fine motor skills and self-expression from Reception.

Before the children move from EYFS into KS1 teaching staff meet to discuss the children’s progress. EYFS teacher informs the future teacher of the child’s level of ability, SEND and any other information relevant to the well being and development of the child. A time for the Y1 teacher to spend time in the Reception classroom is arranged for the end of the year. Two transition afternoons take place in July where the children go to the Y1 classroom to spend time with their new teacher. A shorter ‘meet the teacher’ session occurs in the final week of term. Children get weekly opportunities to experience the Y1 classroom and more formal seating arrangements from the second half of summer term during Reception class.

For children with SEND an individual transition program may be devised including social stories, photographs, and additional opportunities to visit the new classroom or speak to the next teacher.

Information passed on to Yr 1 teachers includes:

- Phonics assessments
- Assessment relating to EYFS Early learning Goals.
- SEND information
- Medical information
- Areas of strength, talent and interest.

Information is used to group pupils, adjust the curriculum and set future targets. Children begin working on the NC scaffolded to meet learning needs and styles.

Once transferred to Year 1:

- Children continue to work in the style of the EYFS for their first half term.
- Children not yet having attained the Early Learning Goals by October, may need to have their progress measured against The Engagement Model from the autumn term onwards.

### **Transition from Year 1 to Year 6:**

- All children visit their new classes in July in two transition afternoon sessions and a final shorter 'meet the teacher' in the final week.
- Teachers meet in the summer term with the HT, SENCO and the new teacher to discuss individual children sharing relevant information, data and targets and to ensure the new teacher understands the next steps for each child.
- Annual tracking of children's progress through TA, KS SATs, Classroom Monitor assessments are shared amongst teaching staff to ensure continuity.
- Teachers and possibly the SENCO meet with the parents of SEND children at the start of the school year to discuss provision for the forthcoming year. This is reviewed at the start of each term.
- Throughout the year opportunities are given for year groups to work together e.g. curriculum visits/visitors, masses, prayer days, curriculum days.
- Teachers hold a 'Goal Sharing Day' in the autumn term to give parents and pupils the opportunity to meet the teacher together and find out what the forthcoming year's focus will be and to understand personal targets.

### **Transition to Secondary Education:**

- Our pupils attend a wide variety of secondary schools.
- Y5 and Y6 parents attend a meeting to discuss the application process.
- Parents of children moving to secondary school receive the LA Admissions Secondary School Booklet in the September of Year 6.
- Families attend open evenings during the year and applications for secondary placement are submitted by the end of October.
- Parents are notified of the allocated places at the beginning of March.
- During the summer term, the children are often invited to attend a transition day at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- Many of the Secondary Schools send a teacher of Y7 to visit the pupils at St. James' during the Summer Term
- EHCP pupils have a review meeting with the parents and professionals in Y5 to discuss future secondary schools and needs. A final review takes place in summer 2 to which the secondary SENCO is invited.

- The SENCO attends a borough meeting to discuss SEND pupils and any safeguarding issues with the new school. Additional contact is made with Secondary SENCOs if required.
- The Y6 data and any relevant reports are sent on to the secondary schools.
- SEND children are supported in their transition through a range of activities including social stories, scenarios, school visits and meet the teacher.

**Children Joining from Year 1 to Year 6:**

- Parents receive a prospectus with information about the school.
- Parents and child are invited into tour the school with the HT.
- Children are offered the chance to spend the day with their prospective class prior to starting.
- Once in school new children are assessed quickly by the class teacher.
- A 'buddy' is identified to help the new child.
- Records from previous school are made available to the class teacher and SENCO.
- Parents of children with SEND are invited to attend a meeting with SENCO and HT.

**Monitoring and Evaluation**

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases is monitored by the LMT. The HT evaluates the transition processes annually with the support of the EYFS teacher, Y1 teacher and Y6 teacher. Views of Parents and Pupils regarding transition arrangements are sought via the annual questionnaires.

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: summer 2023

It will next be reviewed in: summer 2026

This statement of policy was approved by the Governing Body at their meeting on:-

Date: \_\_\_\_\_

Signed:

\_\_\_\_\_ (Chairperson)

\_\_\_\_\_ (Head teacher)