



Transition Policy

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| Last Reviewed | April 2025 |
| Next review | April 2027 |
| Persons responsible | SLT |
| Governor committee | S&C |

Introduction:

The Governing Body of Stocks Green Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition into Stocks Green Primary School, through his or her years here, and beyond into secondary school.

Aims of this Policy:

Entering a new situation (a new classroom and a new teacher) can be a stressful time, and some points of transition, e.g. Key Stages, can be especially so due to the change of teacher, a more formal classroom approach and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aims of this policy to:

- Promote the smooth transition of children throughout their time at Stocks Green and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, 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. i.e. 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.
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

Children Starting School in Reception Class:

The EYFS teacher meets with staff at all local pre-school provisions to discuss new intake children and they visit the Reception class.

Induction activities to aid transition include:

- Giving children the opportunity to spend time with their teacher before starting school during 'Storytime' sessions. There is also an 'Induction' session which is carried out in two sessions to reduce the class to half. This takes place during the school's moving up morning. The EYFS teacher also spends time visiting children in their pre-school setting before they start school.
- A parents meeting with the Headteacher to discuss any questions and give information about starting school procedures.

- Allocating each new child a 'Buddy' from Year 6.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this by:

- Having an induction meeting with all children and their parents in their new classroom before the child starts school.
- Hosting 'Parents as Partners' sessions to allow parents to take part in 'Plan, Do, Review' with their child.
- Offering parents regular opportunities to talk about their child's development in our reception class and encouraging parents to talk to the child's teacher if there are any concerns.
- Keeping parents informed of their child's learning through regular newsletters.
- Providing a written report of progress and attainment once per year.
- Hosting parent-teacher consultations in terms 1 and 4.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Sports Day, Christmas Nativity, Christmas Story Telling session, the OPAL Picnic and Open Afternoon etc.

It is our policy at Stocks Green that pupils begin school gradually. The exact timings vary slightly on a yearly basis, depending on when the school returns after the summer holidays. However, the whole process is always completed by the end of the second week after pupils return from the summer holidays. An example of the time scales is listed below:

- Reception class pupils start on a reduced timetable.
- The class is split into two and each half of the class has two morning sessions in school without the other half of the class. This is to familiarise the children with the classroom, without overwhelming them with having a full class in the classroom.
- Then, the whole class comes in for two morning sessions as a whole class and then leaves just before lunchtime.
- After that, the whole class comes in for two morning sessions as a whole class and then leaves just after lunchtime.
- Then, all pupils attend school full time.

Year R to KS1

Smooth transition from Year R to Key Stage 1 will be encouraged by:

- Moving Up Morning – all pupils visit their next class
- Both the new class teacher and teaching assistant visiting their new class to read them stories several times.
- Mixed playtimes with older children.

- Social stories and transition booklets being sent home to all pupils to ease anxiety over changes in routines.
- The teacher and teaching assistant will carry out a Talk for Teaching session in the children's classrooms so that they get to know the pupils a little better.
- Data passed on to Year 1 teacher from Reception.
- Individual class profile sheets to be created and passed up to the new class teacher alongside all data.
- Transition pupil progress meetings are held between previous class teachers and teaching assistants and the new class teachers and teaching assistants. These take place with the Headteacher.
- SEN transition pupil progress meetings are held between previous class teachers and teaching assistants and the new class teachers and teaching assistants. These take place with the SENCo.
- A close relationship between the EYFS teacher and Year 1 teacher enables the environment and resources to be carefully planned at the start of Year 1 to ease transition.

Across the rest of the school

Smooth transition across the rest of the school will be encouraged by:

- Moving Up Morning – all pupils visit their next class
- Both the new class teacher and teaching assistant visiting their new class to read them stories several times.
- Mixed playtimes with older children.
- Social stories and transition booklets being sent home to all pupils to ease anxiety over changes in routines.
- The teacher and teaching assistant will carry out a Talk for Teaching session in the children's classrooms so that they get to know the pupils a little better.
- Data passed on to the next teacher.
- Individual class profile sheets to be created and passed up to the new class teacher alongside all data.
- Transition pupil progress meetings are held between previous class teachers and teaching assistants and the new class teachers and teaching assistants. These take place with the Headteacher.
- SEN transition pupil progress meetings are held between previous class teachers and teaching assistants and the new class teachers and teaching assistants. These take place with the SENCo.

End of year tasks:

- End of year reports to be filed in the pupil files in the office.
- Any DfE assessments to be filed in the pupil files in the office.
- All end of year data to be added to Arbor ready for data analysis by the new class teacher.

Children Joining the School later:

- Individual or group tours offered to all incoming parents/carers and children.
- A 'taster' session – for the child to spend time with their potential class is offered, if circumstances are appropriate, to help get the child get acquainted with their new surroundings.

- Parents/carers receive a prospectus with information about the school.
- New children assessed quickly by class teacher and any referrals made (when necessary) for SEN support and advice.
- A 'buddy' identified by class teacher to help the new child to integrate
- Records from previous school, including any Safeguarding information, are requested. These are made available to the class teacher and DSL team.

Primary (Key Stage 2) to Secondary (Key Stage 3):

Year 5 pupils are offered the following to begin the process of secondary transition:

1. Taster days at local secondary schools that offer this event.
2. Parents/carers and children encouraged to attend Open Days and Evenings: this is an authorised absence for an educational visit.
3. A Parent's meeting in May about the secondary school application procedure and explains the Kent Selection test system.

Year 6 pupils are offered the following as part of the process of secondary transition:

1. One day visit to new secondary school.
2. Transition workshops with the Child Centred Police Team.
3. RSE workshops with Teaching Lifeskills.
4. Opportunities to be more independent, such as School Journey.
5. Increased expectations in regards to homework across Year 5 and 6.
6. Bikeability cycling on road sessions.
7. Identified children (SEN, LAC) receive additional support before and after transition.
8. Transfer of records to secondary school.
9. Detailed conversations with secondary schools over any pupils with specific safeguarding concerns.
10. Where offered, the school hosts sessions for a member of the secondary school to visit Stocks Green to meet the children.
11. Money management skills through the enterprise project.
12. Opportunities for Year 6 to look after younger pupils through the Buddy System.
13. Opportunities for the Year 6 pupils to take on responsibilities throughout the school through the use of the Prefect and Sports Leader roles.

Individualised Transition Programmes

We recognise that for some children transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those children requiring an individual programme of transition at an early stage and the receiving teacher is made aware of this. Individual transition programmes will be created for those children who require additional support. This may include, but is not limited to:

- Regularly visiting their new classroom to show the new class teacher work or to talk to them.
- Creating a profile of themselves to share with the new class teacher.
- Social stories to support transition.
- Visits to their new classroom and a tour of where their bags will go and the toilets they will use.
- Regular contact with their new class teacher and TA.
- Transition meetings with current class teacher, new class teacher and parents (if appropriate).

Appendix 1 – Example of the Transition Checklist given to all staff at the end of term.



Year Group:

Teacher:

Teacher Term 6 2024 Assessment and transition Check List

Please tick and return to Peter once you have completed all of your assessment/transition/Subject

Leader tasks ☺

| <u>Task</u> | <u>By when</u> | <u>Completed</u> |
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| Transition tasks | | |
| Tell your current class who their new Class Teacher, TA (Please do this in the afternoon) | Monday 24 th June | |
| Teacher and TA to read a story to their new class | By end of 28 th June | |
| Transition activities for vulnerable SEND children can start before they know their new teacher and will most definitely involve a more intense and individual programme than the rest of the class. If you need any help or support with this then please speak with Joe. | ASAP ☺ | |
| Individual Class Profile Sheets updated and shared with the new class team | Friday 28 th June | |
| Transition Pupil Progress Meetings– New teachers and old teachers | Tuesday 2 nd July | |
| Whole School Transition Morning (9:15 – 12:00) Meet in the hall at 9:10am and then go back to class with the new class teacher | Thursday 11 th July | |
| Class TA given time to handover interventions to new class TA | By Monday 15 th July | |
| Story time with your new class (TA to go on one or more occasions and Class teachers too) | Arrange with new teacher by Monday 15 th July | |
| Social story/transition booklet to be given to all pupils outlining key information, such as toilets, playgrounds they will play on, door they will come to in the morning. Any other information that you feel is relevant and important. | By Wednesday 17 th July | |
| Talk 4 Teaching visit to your new class (Teacher and TA- these can be separate visits if easier to manage) to see which strategies work well for the class | by Wednesday 17 th July | |
| Assessment Tasks | | |

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| Moderation of Writing (Staff meeting) | Tuesday 18 th June | |
| Data for Reading, Writing and Maths (Years 1 – 6) entered onto Arbor in staff meeting | Tuesday 25 th June | |
| Pupil Survey to have been completed (Years 2- 6) | Tuesday 25 th June | |
| Pupil Premium meeting with PH | Monday 8 th July | |
| End of year reports to be written, proof read and saved onto staff shared Please remember to make sure they are proof read by your TA before telling Peter they are completed | Tuesday 9 th July | |
| End of year reports enveloped and sent home | Tuesday 16 th July | |
| Reports filed in pupil files in office | Friday 19 th July | |
| Any children working below the year group expectations e.g. You are teaching in Year 4 but the child is on the Year 2 curriculum, to have their own curriculum assessment documents highlighted for maths and/or English | Friday 19 th July | |
| All provision maps to have been evaluated and returned to Joe | By Friday 19 th July | |
| Foundation Subjects to have been assessed on Arbor | By Friday 19 th July | |
| Subject Leadership tasks | | |
| Collect 3 books from each Year Group for your subject (LA, MA, HA) which shows the best progress and learning for your subject– ideally to include a PP pupil. To be stored by subject leaders. <i>This will only be necessary for any subjects that have had books completed.</i> | Friday 19 th July | |
| Complete Subject Leader Impact Plans RAG rated and saved on staff shared | Friday 19 th July | |