

Transition Policy

Review Date:	**December 2027**

Definition

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 into their new learning environment in preparation for future learning and development.

Aims and Objectives

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 planning and assessment as well as classroom organisation and teaching styles.

Policy 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 not pre-conceived notions of what is appropriate for the next phase / key stage
- There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives attention to the particular needs of the children

Continuity of Teaching and Learning

At Lower Peover Primary School, we use the following processes:
Transition from Pre-School or Nursery settings to the Foundation Stage:

- Discussions occur between EYFS teachers and key workers from other providers
- Individual tours of the school are offered to all incoming parents and children
- Parents of our new reception children are invited to a meeting after their first visit to talk through the transition process at Lower Peover and to explain the EYFS curriculum
- Parents receive a 'Parents' Pack' with information about the school and its procedures
- Prospective Reception children visit school during the half term before they start, to become familiar with their new school and its setting
- Children begin full-time in Reception during the September of the school year (September – August) in which their 5th birthday occurs.
- Through observations, a baseline record is completed within the first few weeks of entry to the Foundation Unit – this will also highlight the need for any early intervention
- A meeting for parents during the Autumn Term is arranged to explain the teaching of the EYFS curriculum
- Formal meetings occur with all parents of Reception children during their first term within the school. These are conducted face to face, via a telephone call or via TEAMS.

Transition from the Foundation Stage to Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage. Teaching and learning are delivered in a way that is developmentally appropriate, creative and in a hands-on way to support the children's transition.

The characteristics of effective learning that the children develop throughout the early year's foundation stage prepares the children with the necessary skills to continue their learning in Key Stage 1. In our school mostly all children leave Reception ready to start following the national curriculum from the outset in Year 1.

Personalised support and interventions are put in place for children who have not met the good level of development that enables them to access the national curriculum

Before the children move from the Foundation Stage into KS1:

- Teaching staff meet to discuss the children's progress.
- The reception teacher informs the future teacher of the child's progress of attainment, Special Educational Needs, and any other information relevant to the well-being and development of the child.

Information passed onto Year 1 teachers includes:

- End of Reception phonics assessments
- Characteristics of effective learning
- Overview of each child's attainment across the early learning goals and good level of development
- Information is used to group pupils, adjust / fine-tune the curriculum and set future targets.

Transition in subsequent years throughout the school

The following procedures will occur:

- Teachers meet in the summer term to discuss individual children and their progress as they move from class to class
- All children visit new classes and work alongside new teachers on Transition Day in the summer term
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments occur continuously through our online tracking system. This data informs the child's next teacher of targets and learning goals for the following.
- Transfer of records, for example, SEN data, assessment, and attendance data
- The latest workbooks for each child are passed onto the next teacher. Children do NOT start new workbooks until the old ones are completed.
- Teachers retain examples of children work in all subjects to show any inspector (If possible: one SEND, one pupil premium, one below average, one average and one above average example). These are retained for one year.

In Year Transfers to school

- Individual tours offered to all incoming parents and children
- Induction sessions are available to allow a child to become familiar with their new class and surroundings
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and / or SENCO
- A 'buddy' is identified to help the new child to integrate
- Records from previous school are made available to the class teacher and SENCO
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

Transition from Year 6 to Year 7

At Lower Peover we are committed to preparing children for the next level of their education, whichever setting they move on to.

- A designated member of staff from secondary settings visits 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 particular information about individual children
- 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 transition
- The transfer of records to the receiving secondary school takes place
- Year 6 children attend their prospective secondary school for their Transition Days during the summer term

Equality, Diversity, and Inclusion

Children and parents are actively involved in all transition processes that take place while at Lower Peover and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Our 1:1 TA's assist high school visits.

At Lower Peover CofE School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment, or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour, or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter, and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.