



Brierley CE (VC) Primary School Transition Policy

Approved by Governing Body:	Autumn 2025
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Last reviewed:	September 2025
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Next review:	September 2026
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Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey.

Together, we face change and transformation with courage. In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

At Brierley CE Primary School we aim to make the transition of children between classes and teachers a process that is as smooth and problem free as possible. The information shared between sending and receiving teachers should be focused and appropriate to the needs of the children and should ensure the effective move from class to class.

Transition – why is it important?

Effective transition ensures that:

- Children move between classes/year groups with the minimum of disruption, maintaining progression and continuity
- Receiving staff have a clear understanding of a child's abilities, attitudes and potential
- It takes into account the knowledge that the sending teacher has gained about a pupil and gives the receiving teacher information for grouping and target setting
- It allows the pupil to make a 'fast start' in the first few weeks of the next stage of that child's education.

Transition meetings between sending and receiving teachers

These meetings will take place during the latter part of the summer term. Sending and receiving teachers will meet together to discuss children's potential, progress and possible groupings for the next term. The basis for these discussions will be assessment information barriers to learning, needs and strengths.

Staff will discuss individual children and plan the next steps/targets for progress. All discussion will focus on consistency, progress and raising attainment and achievement.

Transition meetings between staff

Transition information can be based on data gathered about the group of children. This should include:

- SATs results Y6)
- Other assessment information throughout the curriculum
- EYFS profile
- Reading age
- Multiplication tables knowledge
- Phonics assessments
- SEN information
- Interventions
- Disadvantage and vulnerability
- Safeguarding information

The sending teacher will have information prepared for the meeting and, along with the receiving member of staff, will use the transition meeting to talk about individuals/groups of children and together set the next steps for learning. Any individual that warrants concern can be discussed as a separate issue. Teachers will complete a transition form for the new teacher (see Appendix A)

Children can then be grouped accordingly and performance discussed using attainment and achievement indicators, as well as considering social development to avoid potential disruption.

Class exchanges

These exchanges give the children the chance to meet their new teacher and to visit their new classroom in preparation for the start of the new school year. It also allows members of staff to familiarise themselves with their new class and to put names to faces. This will facilitate a 'fast start' in the new term.

Transition from home to EYFS

'The key person should help the child become familiar with the provision and to feel confident and safe within it' – Statutory Framework for the EYFS

At Brierley CE (VC) Primary School we want children to feel safe, secure and happy whilst attending their Early Years Foundation Stage class. We want children to recognise staff as a source of help and friendship in the absence of parents/carers; and for children to share their new learning experiences, feeling welcome and involved from the very start. (See settling in policy)

Transition from Key Stage 2 to Key Stage 3

To ensure that our effective transition procedures remain purposeful it is essential that the shift to Key Stage 3 is structured and that the continuity of learning (academically, socially and physically) is maintained.

This will be developed through:

- Co-operation between schools
- Starting the transition programme at Year 5
- Increasing cross-phase awareness, (opportunities for pupils and staff to visit frequently)
- Fostering informal links
- Deploying projects to support transition whenever possible e.g. school sports co-ordinator programme
- Visits to the secondary schools
- Opening evenings at secondary schools
- Sharing SEND data
- Visiting teachers from secondary schools

Transition information for parents

Parents will be informed of their child's next class during the last few weeks of term. This is normally done at the end of year parent/teacher pupil consultation meeting.

PUPIL TRANSFER INFORMATION

CLASS _____

YEAR GROUP _____

Pupil Name	Comments on attainment/ next steps in learning				Grouping	Personal & Social Development	Medical	SEND
	English	Maths	Science	Other subjects	Behaviour /Friendships			