

St. Austin's Catholic Primary School



Transition Policy **Autumn (2) 2025**

(to be reviewed Autumn (2) 2027)

**In our school, where everyone is special,
we will love and serve as Jesus taught**

**En nuestro colegio todos somos especiales.
Amaremos y serviremos como Jesús nos enseñó.**

St. Austin's School Transition Policy

Introduction

At St Austin's, we understand the importance of a smooth and effective transition for children as they progress from one year group to another. Our comprehensive Transition Policy aims to provide a supportive and nurturing environment for our students, ensuring a successful transition and continuity in their learning journey. This policy adheres to the guidelines set forth by Ofsted, the national school inspectorate in England, and is designed to meet their expectations of excellence.

Summary of Ofsted Expectations

According to Ofsted's most recent framework, the expectations for an outstanding Transition Policy include:

1. A clearly defined and well-implemented transition process that supports pupils emotionally and academically throughout the transition period.
2. Effective communication and collaboration between parents, teachers, and pupils to ensure a shared understanding of the transition process and individual student needs.
3. Tailored support for vulnerable students, including those with special educational needs or EAL, to ensure their successful integration into the new year group.
4. Continuity in the curriculum and learning expectations, building upon prior knowledge and skills, and addressing any gaps in learning.
5. Appropriate decision-making and communication regarding class splitting, taking into account student needs and maintaining optimal learning environments.

By adhering to these expectations, St Austin's aims to provide an outstanding transition experience for our students, fostering their personal and academic growth as they progress through each year group.

Objectives

The key objectives of our Transition Policy are:

1. To ensure a seamless transition for all students, promoting their emotional well-being and academic progress.
2. To facilitate effective communication and collaboration between parents, teachers, and pupils during the transition process.
3. To provide tailored support for vulnerable students, including those with special educational needs or English as an Additional Language (EAL).
4. To maintain continuity in the curriculum and learning expectations, building upon prior knowledge and skills.
5. To address any potential challenges in splitting classes when necessary, ensuring optimal learning and effective teacher-student ratios.

Transition Process

1. Preparation and Planning

- a. The Senior Leadership Team (SLT) will establish a team with the governors and comprising of relevant staff members, including teachers, pastoral support, and SENCo (Special Educational Needs Coordinator).
- b. SLT and SMT will meet regularly to plan and coordinate transition activities, reviewing individual student needs and ensuring appropriate support mechanisms are in place.

2. Effective Communication

- a. Parents will be notified in advance about the transition process through written communication, information evenings, and individual meetings if required.
- b. Class teachers will communicate with receiving teachers regarding student progress, needs, and any relevant information for a successful transition.

3. Transition Visits

- a. Pupils will have the opportunity to visit their new classroom and meet their new teacher(s) before the end of the academic year.

- b. Transition visits may include joint activities, collaborative projects, and sharing of student work to facilitate familiarity and a sense of belonging.

4. **Support for Vulnerable Students**

- a. The Transition Committee will identify and assess the needs of vulnerable students, such as those with special educational needs or EAL, and develop targeted support plans in collaboration with relevant specialists.
- b. Additional transition visits or transition booklets may be provided to provide extra support to vulnerable students.

5. **Curriculum Continuity**

- a. Class teachers will work together to ensure continuity in the curriculum, mapping learning objectives across year groups and sharing schemes of work, assessments, and resources.
- b. Teachers will plan for differentiation and provide appropriate challenges to cater to students' diverse abilities.

6. **Splitting Classes**

- a. In exceptional circumstances where splitting classes is required, the decision will be made by the SLT in consultation with teachers and considering the best interests of all students.
- b. Splitting classes will be based on a thorough analysis of class dynamics, student needs, and the availability of resources, striving to maintain balanced class sizes and suitable teacher-student ratios.
- c. Clear communication will be provided to parents and students, explaining the reasons behind the decision and addressing any concerns or queries.

Monitoring and Evaluation

- The implementation and effectiveness of the Transition Policy will be monitored by the SLT through regular reviews and feedback from staff, parents, and students.
- Learning walks, lesson observations, and student progress data analysis will be conducted to assess the impact of the transition process on student achievement and well-being.
- The SLT will evaluate the policy against the expectations set forth by Ofsted, making necessary adjustments and improvements as required.

Example of activities to support transition:

All Pupils

- Class teacher to visit new classes
- New class teachers do playground duty with their new class
- Visit classes when empty of current pupils to see environment
- Visit classes with friends and complete activities with new
- Meet new year group staff

SEND pupils

- Pupils complete transition work books for their new teacher
- Individual visits to new classrooms when empty of children.
- Individual support for children when required
- Invited in on INSET day to see classroom set up ready to start.

Other Activities

- Year 3 invite year 2 to an assembly
- Year 3 take children into classrooms and buddy up. Play outside on the playground.

Transition from Year 6 to Year 7

Transition Days for all Year 6 children

Children visit their new schools. They have the opportunity to familiarize themselves with the layout and this can alleviate anxiety.

Meet and Greet

Children meet and greet the head of Year 7 in small groups. Opportunities to share concerns they have.

Y6 staff meet heads of Year 7 to discuss individual children that will be joining them.

Communication

Communication between primary and secondary schools remain open when the children have started in Y7 to share information if required.

Self-Advocacy Skills

Continue to develop children's self-advocacy skills so as they can ask for help, find their way around and speaking up in class.

Organisational Skills

Help children to understand timetables, and keeping track of homework.

Ensure they take responsibility for their belongings and managing time.

Emotional Support

Ensure opportunities for children to discuss their feelings about moving schools, finding new friends, in a safe and supportive environment.

Additional and individual transition arrangements are made where required.

Every child is unique so activities will be adapted to cater for individual needs. We want a positive and supportive transition so our children can feel more confident and comfortable as they enter Year 7.