La Mare de Carteret Primary School

Transition Policy and Procedures

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Vision and Values



LMDCP working together with the entire community to ensure the rights of the child are met by providing a safe, nurturing and challenging education

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling into their new learning environment in preparation for future learning and development.

Pupils at LMDC Primary School may make several transitions as they move through the school including:

- *Transition from home to EYFS*
- *Transition from Nursery to Reception*
- *Transition from EYFS to Year 1*
- *Transition from one year group to another*
- *Transition from Year 6 to Secondary Education*

Aims of the policy

We want our children to experience smooth transitions at any stage of their journey so that the quality of learning is maintained, children are happy and content and continue to make the very best progress.

- To support the emotional well being of all children during a period of change.
- Support all children towards independence and develop confidence and the ability to cope with change.
- To develop relationships and familiarity between adults and children during a period of change.
- Give pupils a clear understanding of the new expectations ahead of them.

- To promote a greater sense of community in a large two-form entry primary school

Principles of the policy

- Transition is a whole school approach.
- To ensure that the classes remain balanced in response to pupil transfer and transition during phases
- The arrangements for class mixing are based on the professional judgements of Class Teachers, the Key Stage Leaders and the Headteacher.
- We will always consider what is in the best interests of individual children and classes as a whole when making decisions.
- We will communicate effectively to all stakeholders.
- We will always consider the happiness and welfare of the children and will take into consideration existing friendship groups when we create new classes.
- Teaching staff have a clear understanding of expectations in the next year/Key Stage.
- There is a professional regard for the information from the previous setting (year/Key Stage)
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Transition should motivate and challenge children.

Equal Opportunities and Inclusion:

We recognise that for some children, transition may be a very stressful period of time that can impact on their progress. We will therefore identify those children requiring extra support at an early stage and create a bespoke transition package for them.

Examples of this may include:

- Delayed entry into full time education for children entering Reception
- Using outside agencies to support children with additional needs.
- Early in Year 6, the lead teacher for transition will make contact with the secondary schools and begin to discuss vulnerable children who may need an enhanced transition programme.

Roles and Responsibilities

Department for Education, Sport and Culture will:

- Place children at their catchment school.
- Ensure records are passed from the catchment school to the receiving school if the child moves.

Transition Overview

Transition Timeline

Transition from Nursery/Pre-school to Reception:

We offer a very thorough and comprehensive transition programme from Nursery/Pre-school into Reception to ensure that our children get the best possible start to their school based educational journey. The Early Years Leader or another Reception member of staff will try to visit all pre-school children in their current pre-school setting. During the Summer term, the children will be invited to come into school with their parents for a weekly half hour session after school. These afternoons will also include parental workshops which will support all parents with learning more about Primary education. These may include:

- The Early Years Curriculum led by the Island's Early Years Advisor
- A Readiness for School session delivered by our School Nurse
- Early Language and Vocabulary Development delivered by the Speech and Language Service
- Using Numicon to develop early mathematical skills delivered by the maths coordinator

Tours of the school will also be offered to all incoming parents.

Towards the end of the transition programme, the pre-school children will be invited into school on two separate occasions to spend one hour with their new teacher in their new classroom. The school will also host a 'New Parent's Evening' in June where parents and carers can have an informal welcoming meeting to meet other parents and staff. . During the Autumn term, a workshop will be offered to parents to outline and explain the teaching of 'Letters and Sounds' and how the 'Phonics' scheme supports it and to introduce the Maths Passport programme.

Transition from Reception to Year 1:

During the Autumn term, the Year 1 classroom will offer the children similar experiences to Reception, depending on the needs of the children. There will be specific areas of learning for the children set up in the classroom and in their outdoor area. This will be carefully linked to their topic learning and will provide ample opportunity for exploratory learning alongside some direct teaching.

Before the children move from Reception to Year 1, the staff will meet to discuss the children's ability, progress and any other information relevant to the well-being and development of the children.

At the end of the Summer term, Reception children will be given a transition activity for them to complete during the Summer holiday ready for them to share upon their return to school in September.

Children will be mixed at the end of Reception to ensure that the classes remain well balanced (see criteria below).

Transition in subsequent years throughout the school:

We have a Learning at la Mare programme which ensures all children have the opportunity to reflect on key transitional aspects throughout the year.

During the Summer term (July), transition workshops will take place. Each workshop will focus on specific skills that we deem to be crucial attributes of successful learners and therefore support a smooth transition. These include:

- Problem solving
- Community Building
- Communication
- Successful Learners

In addition:

- Teachers will meet to discuss individual children. Class handover will be conducted in accordance with school expectations.
- It is the new class teachers responsibility to engage with pupil progress meeting forms and conduct a data analysis of their new cohort of children identifying any need. In addition, new class teachers are encouraged to read end of year reports for their future cohort to support their understanding of each pupil as an individual.

Children will be mixed* at the end of Reception, Year 2 and Year 4 to ensure that the classes remain well balanced. Children in Year 2 and Year 4 will be asked to write down the names of 5 children who they like to learn with within their year group.The teachers will ensure that they are in a class with at least one child from their list. In addition, the following criteria will be considered when mixing the classes:

- Gender
- Age
- Academic, social and personal needs
- Peer relationships/friendships

** The Senior Leadership team reserves the right to mix any classes where it is deemed this is in the best interests of the whole cohort moving forward.*

Transfer of records

A transfer of records and documents will take place in accordance with school expectations and policy. These records need to be handed over to the new class teacher by the date stated, in the correct format in order to allow the new teachers to peruse the information and ask any follow up questions of their new cohort if necessary. The transfer of records will be signed off by the KS1 and KS2 Teaching and Learning Leaders during the last week of term.

An end of year record will also be completed on SIMs by Admin which includes medical notes.

Transition from Year 6 (end of KS2) to Year 7 (KS3):

Timeline and Conversation Log

Island Wide Transition -
There is an Island wide programme of transition in place for children moving from Primary to Secondary education. All pupils are visited by members of staff from their High School, this will take place at their primary school, where discussions will be had and any questions the children might have will be answered. As well as the visit to primary school, the children will engage in two whole days at their respective High School locations, where a range of activities and opportunities, of the individual schools choosing, are presented to the children. In addition, Year 6 and selected staff, from the High Schools, engage in professional dialogue about children on

an individual basis. This is to enable High School staff to support all the pupils' learning and emotional needs and to build relationships, where possible, from the very beginning of the year. Any additional information or data is passed up via documents located on SIMs, if appropriate.

Additional Transition for Vulnerable Learners -
In addition to Island Wide Transition, children identified within our school as needing some extra support will be identified by the class teachers in conjunction with the school Inclusion and Wellbeing Manager. These children will engage in additional transition sessions both in their primary setting and at their prospective High School and will include:

- Circle times
- Question and answer sessions
- Team building activities
- Experience of subject specific activities
- Familiarisation with staff members and relationship building
- Familiarisation of setting

Depending on the needs of the child i.e. CP, CIN, Convenor or School Attendance they will be offered the same support as the vulnerable children should it be deemed appropriate for them.

Children joining the school from Year 1 - 6:

At various points throughout the year, new children may join the school from other island schools, the UK or overseas. We aim to ensure that these children are integrated into their new school happily and successfully. Individual school tours are offered to all new parents and children. If convenient for the new family, the child/children will be given the opportunity to meet their new class and spend some time becoming familiar with their new surroundings.

Quality transition will be ensured by:

- Issuing the parents with a school brochure, including information about the school community
- Issuing the child with a Welcome to La Mare Handbook
- Assessing the needs of the child as soon as possible (class teacher and/or Inclusion and Well- Being Manager)
- Ensuring all documents and data has been received from the previous school. All prior assessment data to be added to SIMs
- Becky King to issue all relevant logins

Pod transition

Teachers will be invited to the summer review for the child who will enter their class the following year.

Policy review date : July 2023