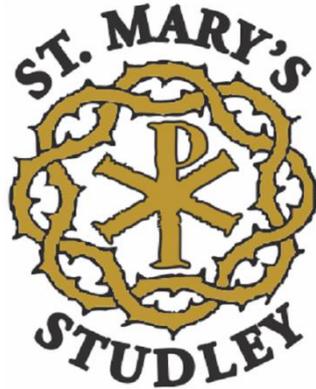


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,  
STUDLEY**



**Transition Policy**

**Headteacher**

O. Finnegan

**Chair of Governors**

S. Coyne



**St. Mary's Catholic Primary School, Studley**

## **Transition Policy**

### **TRANSITION**

**“is a process, not an event”**

### **OUR VISION**

**To provide a secure, happy and stimulating environment for all where extended learning opportunities are provided to develop emotionally, socially and intellectually.**

### **INTRODUCTION**

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond St Mary's Catholic Primary School.

### **AIMS**

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

### **EQUAL OPPORTUNITIES AND INCLUSION**

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

### **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 / class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

## **PRACTICE**

### **Transition from Nursery to Reception**

- Parents are invited to a 'New to Parents' meeting which is used as an opportunity to introduce parents to staff.
- Parents and children new to the school receive a home visit.
- Parents receive an information pack.
- Children spend 3 sessions with their new teaching team.
- Children attend half days for the first 2 weeks.
- All Reception staff stay with them at lunchtime for the first few weeks.
- New teachers spend planned time in the Foundation Stage over summer term, where possible.
- Parents invited to record both theirs and their child's feelings on the transition form sent home.
- In the first two weeks parents can opt to stagger their child's day (either coming am or pm as scheduled by the class teacher).

### **Transition from the Foundation Stage to Year 1**

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Reception visit the current Year 1 for a shared picnic in the 2<sup>nd</sup> half of the summer term.
- Cohort visit new classes and teaching team several times during the last term.
- In the autumn term, the provision closely reflects summer term practice in Reception.
- Reception class spend increased amount of time with Yr 1 teacher in second half of summer term.

### **Transition from Year 1 to Year 2**

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Children write a letter to their new teacher.
- Meet the teacher session in new classroom.
- Throughout Year 1 there are staggered changes to provision to ensure a smooth transition to Year 2.
- Start of day procedures for Year 2 are rehearsed by Year 1 children in the last two weeks of the summer term i.e. entrance through statue gate.
- In the summer term, additional opportunities are created for shared breaks, playtimes and cross-site events to familiarise Year 1 children with upper site and teaching staff.

### **Transition in subsequent Years (2 - 3) throughout the school**

- Parents and children new to the school visit the school and meet their teacher.
- Meet the teacher session in new classroom in the summer term.
- Parents are invited to a welcome meeting with the Yr 3 teacher in the summer term.
- Curriculum Information Booklets for autumn are given to parents at this meeting.
- Class rules are completed in first week.

### **In year admissions from Reception to Year 6**

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Previous setting contacted for all pupils.
- Children with SEN, SENCo contacts previous setting and may visit to receive information.
- Records from previous setting made available to class teacher and SENCo.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.

### **Children leaving from Reception to Year 6**

- Parents are invited to a meeting with the headteacher.
- All records are passed on promptly including safeguarding records.
- Children with SEN – information shared by phone or through a visit from the SENCo if transferring settings locally.
- Relevant child protection information is transferred on.

### **Transition from Year 6 to Year 7**

<b>Summer of Year 5</b>	<b>Autumn of Year 6</b>	<b>Summer of Year 6</b>
<p>A pack from County is issued to parents informing them of the process of transfer to secondary.</p> <p>Dates of open days for local schools are publicised in the school newsletter.</p>	<p>Children choose their secondary schools and the appropriate documentation is sent to County.</p>	<p>Children attend a secondary transfer day.</p> <p>SENCo arranges extra visits for vulnerable children</p> <p>SENCo prepares SEN records for transfer.</p> <p>Class teachers and SENCo meet staff of receiving secondary schools.</p> <p>End of year reports and SATs results sent on to secondary schools.</p> <p>Common transfer files completed and sent to secondary schools.</p> <p>Relevant child protection files are transferred on.</p>

### **Vulnerable children**

- Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENCo.

### **REVIEW**

The Governing Body will review this policy in line with its annual cycle of review.