

# Asfordby Captains Close County Primary School

## Transition POLICY

Responsibility for Review	Education Committee
Period of Review	3 years
Date of Last Review	September 2014
Date of Next Review	September 2016

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# Asfordby Captains's Close Primary School

## Transition Policy

2014

### **Introduction:**

The Governing Body of Asfordby Captain's Close Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition into Asfordby Captain's Close Primary School, through his or her school life here, and beyond into secondary school.

### **Aims of this Policy:**

Entering a new situation (a new classroom and a new teacher) can be a stressful time, and some points of transition, e.g. Key Stages, can be especially so due to the change of school, a more formal classroom approach, larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

### **It is therefore the aims of this policy to:**

- Promote the smooth transition of children throughout the key stages and year groups
- Prevent and alleviate stress
- Promote continuity of teaching and learning

### **Key principles on which we operate:**

- o The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and, if age-appropriate, with the child.
- o Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit.
- o Relevant medical information alongside any additional needs.
- o Timescales for transition are variable to meet the individual needs of the child.
- o Other relevant information e.g. social care issues, special educational needs.

o Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

### **Pre School to EYFS**

Evidence suggests that for a smooth transition to take place there needs to be a combination of:

- effective communication between teachers on each side of the transition,
- parental engagement,
- a thorough induction programme, and
- a focus on both continuity and progression in pastoral and curricular content

#### **Effective Communication**

•Transition meetings between the child's key-person from Pre-school/nursery and the Reception class teacher will be held before a child begins school to enable sharing of information and written records. The class teacher will retain and continue these records to inform planning and the Early Years Foundation Stage Profile.

•A transfer meeting between Reception Year and the Year 1 teacher will be held to discuss pupils progress and key information to enable a smooth transition.

•If a child is attending dual settings, a meeting between both key-persons and the Reception class teacher will take place to ensure relevant information is shared and verified.

### **Parental Engagement**

•Reception Class brochure and further information given out to all new parents during an induction meeting

•Parents of new starters are invited to an induction meeting in which they can meet with class teachers, look around the school and ask questions.

••Parents are invited into school on an induction visit to have lunch with their child and experience school lunches first hand.

•Children's records will be transferred to parents at the end of the Reception year.

#### **Continuity and Progression:**

•The Reception class teacher uses information gathered during discussions with children, parents and key-persons, and the sharing of the Learning Journey, to ensure a clear understanding of the child's current levels of development in all six areas of learning. This will then be used to inform planning.

•The Reception class teacher identifies individual children likely to be vulnerable and have special or additional needs, and will brief all relevant Primary school staff prior to their entry into school.

•The Year 1 teacher uses the Foundation Stage Profiles and liaison with the Reception class teacher to plan pupils' further development.

Throughout the year, close liaison across Reception and Key Stage one ensures children's smooth transition to Year one, with shared experiences, streamed phonics and themed afternoons.

### **Key Stage 1 – Key Stage 2**

Smooth transition from the Infants to Juniors will be encouraged by:

Transfer of records:

Profile folder to include:

- ☑ End of year reports
- ☑ SATs Papers from end of Key Stage 1
- ☑ Child assessment and transition form
- ☑ Validated end of key stage assessment details (English, maths and science)
- ☑ A.E.N details (inc. – IEPs, G&T, etc) Cohort plans and case studies.
- ☑ Class groupings – to be used as a guide

Programme of events to ease the transition process, as follows:

- Move up session
- Year 2/Year 3 overnight activity
- oo Each class usually visits their new teacher's
- Class teachers to be involved in the transition meeting with the Inclusion Manager as part of the handover process. Pupil progress and moderation meetings also include emotional and sensitive information.
- Key details on target tracker notes and parent folders to be transferred. Captains Log books and tracker books passed on as well as most recent exercise books.
- New class teachers meet with old class teachers to get first-hand information about the children
- Open Evening/Meet and greet – provides parents/carers and children with the opportunity to meet new teacher
- New parents/carers' meeting(s) – one held in June/July (BBQ)

**Throughout the child's time at Asfordby Captain's Close Primary School, smooth transition from class to class will be encouraged by:**

☑ Children encouraged to share good work with teacher of 'next class.'

☑ Children to copy up their best piece of writing (child's choice) to hand to new teacher during

Moving Up Morning. This becomes the first page of their new writing book.

☒ Teachers meet in summer term to discuss individual children in new classes.

☒ One formal morning visit to new class and new teacher in July.☒ Class behaviour and expectations set by class teacher immediately in September.

☒ Informal pairings of Upper and Lower School classes for ad hoc learning experiences.

☒ Open evening visits to new class with pupil and parents/carers.

### **Split Year Groups**

Asfordby Captain's Close Primary School reserves the right to organise classes in single or mixed age classes at any point across the Key stages in line with provision for pupil numbers. The policy for considering children's placement in the case of split year groups will initial be on a birthdate decision unless there is a specific SEN/emotional /behaviour need that is deemed a priority in terms of a child's welfare and individual educational plan and staffing/resourcing to meet these needs.

### **Transfer of records:**

Individual and Group Education plans

Pastoral Support Plans

SEN information/Case studies

Assessment Folder (incl. tracking grids)Child's profile folder (incl. parent consultation forms)

Ability groupings for English (phonics, Group Reading, spelling, writing)

and mathematics

Intervention sheets

To help with continuity and progress, the following will be passed onto the receiving class:

### **Children Joining the school**

☒ Individual or group tours offered to all incoming parents/carers and children.

☒ Time for the child to spend time with current class is offered, if circumstances appropriate, to help get acquainted with their new surroundings.

☒ Parents/carers receive a Prospectus with information about the school.

☒ New children assessed quickly by class teacher and/or Inclusion Manager.

☒ A 'buddy' identified by class teacher to help the new child to integrate

☑ Records from previous school made available to class teacher and Inclusion Manager.

### **Primary (Key Stage 2) to Secondary (Key Stage 3):**

Year 5/6 pupils are offered the following to begin the process of secondary transition:

1. Taster days and events
2. Parents/carers and children encouraged to attend Open Days and Evenings; children's absences are authorised.
3. Children encouraged to attend sporting, music and G&T sessions at secondary schools.

### **Year 6 pupils are offered the following as part of the process of secondary transition:**

1. Two day visit to new secondary school.
2. Year 6 teachers hold transition meetings with local primary and secondary schools.
3. Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
4. Year 6 teacher completes a profile of assessment and transition needs (lilac form) for each child to pass onto secondary school.
5. Identified children (SEN, LAC) receive additional support before transition.
6. Transfer of pupil records to secondary school.
8. The Y7 tutors visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer.
9. Identified children (e.g. SEN) receive additional support before and after transition.
10. Transfer of records to secondary school.
12. Children may be identified as benefitting from an older 'buddy' or mentor to help them transfer to secondary.
13. Melton Secondary and Primary Links group may plan additional projects and teacher links to address the specific needs of cohorts.

### **Equal Opportunities**

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language, bereaved children, transition may be a stressful period of time that can

affect their progress. Hence we will ensure we identify those children requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Asfordby Captain's Close Primary School upholds its anticipatory duty towards all incoming pupils.

Reviewed by Governing Body Autumn 2014

Review Autumn 2016