

# St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



## **Transition Policy**

Date: September 2022  
Review Date: September 2023  
Policy written by: Miss C. Johnson

### **School Vision**

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future  
Jeremiah 29:11

### **Defining The Terms**

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

### **Aims of This Policy**

Pupils at St Mary's Farnham Royal C of E School make several transitions: -

- Into the Foundation Stage
- From Foundation Stage to Year 1.
- From one class to another.
- From Year 6 to Year 7 at a secondary school (KS3)

Each of these transitions is a unique phase which has its own challenges and expectations. We want our children to experience a smooth transition throughout their learning so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress.

This policy addresses issues of transition at all stages from entry to St Mary's Farnham Royal C of E School to entering secondary education. This policy also aims to:

- Encourage all parents/carers to be partners in their child's education.
- Assist parents/carers in helping their child prepare for school and transition to each new year group.
- Make a happy transition from home and/or pre-school to school and year group to year group.
- Make a happy transition from St Mary's to secondary school, ensuring that all parties (parents/carers, pupils, Secondary schools) have the relevant information / experiences to ensure that all feel fully supported.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children with special educational needs.

### **Principles that underpin the Policy**

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment from the previous class
- Styles of teaching and learning will meet the needs of the individual child and not preconceived notions of what is appropriate for the key stage
- Children should enjoy new approaches at transition
- Transition should motivate and challenge children

## **Equal Opportunities and Inclusion**

The children and parents/carers are actively involved in the process of transition and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition.

### **Transition from Home and/or Pre-School to the Foundation Stage:**

- Tours offered to all incoming parents/carers and children.
- Parents/carers receive an 'information pack' with information about the school.
- New intake children visit school to become familiar with their new school and setting. (Stay and Play)
- All children must attend school full time, the term after they are 5 years of age.
- All families sending a child to St Mary's Farnham Royal C of E School are invited to share information through the admissions pack prior to starting.
- Through observations and other assessments, a base line record is completed within the first half term of Reception Year.
- A meeting for parents/carers takes place in July to share information about the Foundation Stage and to answer any questions or concerns.
- In September, prior to pupils starting in Nursery / Reception, home visits are provided where 2 members of Foundation Stage staff visit the parent/carer and child. This gives the parent/carer and opportunity to talk to Foundation staff in a more relaxed setting and also gives Foundation staff the opportunity to observe the child in a familiar setting. (In case of national or local health restrictions, such visits are taken virtually or a phone call made.)
- The Foundation staff are always available after school to chat to parents/carers.
- The Foundation staff are proactive in talking to parents/carers about issues that may arise with individual children.

### **Transition from Reception Year to Year 1**

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon during the Autumn term to offer a creative, hands on method of teaching and learning.

Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Foundation Stage into KS1, teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the wellbeing and development of the child

Information passed onto Yr. 1 teachers includes:

- Phonetic knowledge,
- Reading and writing skills
- Early Years Foundation Stage Profile (EYFSP) result highlighting the child's achievements.

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets. Links are made between Early Learning Goals (ELG's) and National Curriculum where appropriate. Information is used to group pupils, adjust/fine-tune the curriculum and set future targets. Links are made between Early Learning Goals (ELG's) and National Curriculum where appropriate.

If required, a transition book can be created for individual pupils with photos of staff, new classroom, relevant information about the year group etc.

### **Transition from Year 1 to Year 6:**

- All children visit their new classes during the 2nd half of the summer term. This is known as 'Transition Day'. Children spend the day in their new class; returning back to their current class for dismissal. (If National or local health restrictions are in place, then the children stay in their current classrooms and are visited for an hour by their new teacher)
- All teachers meet in the summer term to discuss individuals' children sharing relevant information, data and targets and to ensure the new teacher understands the next steps for each child.
- Annual tracking of children's progress through e.g. teacher assessment Key Stage SATs, Target Tracker levels are shared amongst teaching staff to ensure good progress.

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- Throughout the year opportunities are given for year groups to work together e.g. curriculum visits/visitors, curriculum days.
- If required, a transition book can be created for individual pupils with photos of staff, new classroom, relevant information about the year group etc.

### **Transition to Secondary Education:**

- Parents/carers of children moving to secondary school are given details of the transfer to secondary school process either in the July of Year 5 or in the September of year 6.
- Children and their families are invited to open evenings at the local schools (either in person or virtually) during September and October and applications for secondary placement are submitted by the end of October.
- For SEND Pupils with an EHCP, the SEND team of the local authority who issues the EHCP will contact the parent/carer and ask for their choice of secondary school. As detailed by the SEND Code of Practice 2014, Parents/carers choice of secondary school is granted unless the school chosen is not suitable for the needs of the child or the secondary school itself deems it is unable to meet the pupil's needs. In these cases, the parents/carers have the right to mediation with the local authority and if this is unsuccessful, can then request that the issue is heard at tribunal.
- Parents/ carers and children are notified of the allocated places at the beginning of the following March.
- During the Summer Term, the children are invited to attend a transition day at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- Vulnerable children are given additional support.' These children receive additional support from their new school during the Summer Term prior to the main transition day. This may take the form of additional visits to the school site or members of the secondary school visiting the pupil at St Mary's.

### **Children Joining from Year 1 to Year 6:**

- Parents/carers receive a prospectus with information about the school
- Parents/carers and the child(ren) are invited in to tour the school and discuss any issues with the Head and Pastoral Lead or SENDCo if appropriate.
- New pupils will start later in the week (usually a Wednesday or Thursday) to give a "settling in period" of a few days.
- New children are assessed quickly by class teacher and the SENCO or EAL co-ordinator if appropriate.
- A 'buddy' is identified to help the new child to integrate.
- Records from previous school are made available to class teacher, SENCO and EAL coordinator as appropriate. A follow up phone call to key personnel (class teacher, SENDCo, DSL) of the previous school may be made if necessary.

### **Monitoring & Evaluation**

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases is monitored by the Senior Management Team.

The transition process is analysed annually and the procedures are updated as necessary.