



Transition Policy

Updated: C. Clinton September 2024

Review: September 2026

Transition Policy

Statement of Intent

At Mary's School we recognise that the key transition points across the school can be stressful and disruptive for a child. It is our intention to make this experience positive for every child.

Definition:

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

Aims:

- We endeavour to provide our children with smooth transitions through their primary school years, ensuring that, as they progress, they have a clear understanding of the new expectations.
- We ensure that the pace, variety and quality of learning and social experiences are consistent through potentially unsettling transition periods so that children can continue to make good all-round progress.

Inclusion

We provide equality of opportunity and inclusion by: -

- Providing children with opportunities to share their thoughts regarding transition throughout the school year;
- Ensuring continuity and progression of the curriculum across each year group and phase.
- Ensuring that expectations for behaviour for learning are consistent across the school;
- Ensuring that the BREW Values are applied consistently across the school;
- Ensuring that all pupil records are passed on and discussed with the new year group teachers through regular pupil progress meetings;
- Use of summer transition meetings to discuss and agree attainment and progress levels for each child.

Entry to Nursery

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school:

- School tours are offered to any parent considering sending their child to St Mary's
- School Welcome Pack given to all parents.
- Parents of prospective children are invited to a welcome meeting, prior to starting, to become familiar with the school and settling in procedures
- Prospective children visit the nursery with their parents/carers, before they start, to become familiar with their new setting
- Home visits are undertaken by EYFS Lead and Teaching Assistant, prior to child starting

- Staff visit local pre-schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings
- Staggered induction of children to ensure a child's key worker can spend time with them, developing routines, settling in etc.

From Nursery to Reception

To make the transition to full-time school as smooth as possible the following are considered

- A Welcome Meeting for all new Reception parents is held in the summer term
- For nursery pupils, Nursery and Reception staff meet for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets.
- Nursery children – arranged visits to reception class and teacher/support staff.
- For pupils new to St Mary's, there is an exchange of information – School Welcome Pack, Admission form and any prior nursery records
- All children entering Reception are invited to 'taster' sessions with their parents and carers in the Summer Term.
- Home visits, where appropriate, are undertaken by Teacher, prior to child starting,
- Pupils attend for a half-day session during their first two weeks of school
- Teachers and Teaching Assistants accompany children to the dining hall and help forge relationships between the children and lunchtime supervisors

Reception to Year 1 (Key Stage 1)

At the end of Reception:

- Increased attendance at Key Stage 1 assemblies, across the year from the summer term
- Reception children have opportunities to use the Year 1 playground during the summer term, to help familiarise them with the environment.
- Transition meetings between Reception and Year 1 staff are held in the summer term. All EYFS assessment results are passed up.
- Phonics tracking is shared with Year 1 staff.
- Pupil Progress meetings are held at the end of Summer Term between Reception teacher, Deputy and SENCO to ensure provision is adapted accordingly.
- All children visit new classes and work alongside new teachers on 'Meet the Teacher Day' in the summer term.

At the beginning of Year 1:

- Year 1 teachers use the Early Years Foundation Stage guidance to inform their teaching for some children (Summer born, SEN, EAL, etc.).
- Opportunities in the first half term for child-initiated learning, both inside and outside the classroom.
- Phonics groups, the pupils continue in their phonics groups from the previous year. This enables them to settle into the expectations of the new year group and enables the staff to monitor and assess this progress. The pupils are reassessed before Autumn half term and the phonics groups are realigned to match the new assessments.

Staff:

- Follow the school Behaviour, English and Maths policies to ensure consistency of approach across the school
 - Participate in pupil progress meetings at the end of the summer term to ensure that all pupil data is ready for a smooth start to the autumn term
 - Meet for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets. (Summer Term).
 - SEN and support staff feedback on the progress and development of target pupils.
 - Share support staff across year groups/phases to aid continuity.
- Ensure, wherever possible, that there is a targeted use of support staff to aid the transition process and maintain academic progress.

Impact

A smooth transition period will enable the pupils to understand expectations, continue to make good all-round progress and settle happily into their new environment.

Assessment

- Close tracking of attainment and progress will continue throughout the autumn term and subsequent terms ready for discussion at all pupil progress meetings.
- The Pupil Progress meeting at the end of the summer term is specifically to inform transition. Receiving Teachers will meet with class teachers to moderate samples of work and agree on levels and targets.

Transition to Secondary Education:

- When children enter Year 5, they begin to gain initial experience of secondary school life through occasional visits to nearby secondary schools, planned for pupils in Years 5 and 6.
- Staff from nearby secondary schools visit St Mary's to meet the children, answer questions, and liaise with St Mary's staff.
- During the Summer term of Year 5, local secondary schools hold meetings for parents, carers, and their children. Representatives from these schools provide an opportunity to answer questions. 40
- At the end of Year 6, most children from St Mary's Primary School transfer to St Aidan's or St Anthony's Secondary Schools, with a smaller number moving on to St Roberts and other secondary schools.

- Information from Sunderland Education Department will be sent to all parents/carers of Year 6 pupils during the Autumn term. Parents/carers may express a preference for any secondary school, but places cannot be guaranteed. It is particularly important to return the Expression of Preference form to the Local Education Authority, as children may be allocated a place at a secondary school that is not the preferred choice. Appeals to change the allocated secondary school place should be made to the Local Authority.
- Parents/carers are notified of the allocated places at the beginning of March. During the Summer term, the children attend a short transition period at their chosen secondary school to gain experience and familiarise themselves with their new environment.
- Pupils are given the opportunity to discuss and express any anxieties about the upcoming changes. A group of vulnerable children receive additional support through a 'transition support group,' spending extra time at their new school during the Summer term prior to the main transition days.
- The Year 6 and Year 7 teachers collaborate to create a profile of each pupil, sharing assessment data. Year 7 teachers often visit our school to meet the Year 6 pupils in the Summer term, giving the children the opportunity to ask questions and alleviate any concern

Monitoring and Implementation

SLT work with all staff to ensure that the Transition Policy is being implemented.