



Transition Policy July 2019

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Next Review: July 2021

“Remember that I commanded you to be strong and brave. So don’t be afraid. The Lord your God will be with you everywhere you go.” Joshua 1:9

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 in to their new learning environments in preparation for future learning and development.

Pupils at Clophill St. Mary’s may make several transitions as they move through the school, including transitions:

- from home to Nursery
- from other pre-schools to Nursery
- from Nursery to Reception
- from other pre-schools to Reception
- from home to Reception
- from Reception to Year 1
- from one class to another
- from another school to Clophill St Mary’s
- from Clophill St. Mary’s to another school
- from Year 4 to Middle School

Each of these transitions is unique with its own challenges and expectations.

Aims:

We want our pupils to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school, from year group to year group and to and from other schools
- Ensure children continue to develop their independence, confidence and resilience 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 who might be considered vulnerable
- Encourage all parents to be partners in their child’s education
- Assist parents in helping their child prepare for school and transition to each new phase

Principles that underpin the policy:

This policy reflects the principles established within the school’s other policies:

- Approaches to teaching and learning are similar at the point of transition

- Planning is based upon assessment from the previous class or setting and following pupil knowledge harvests at the beginning of topic work
- The approach to teaching and learning will meet the needs of individual children
- Children should enjoy new approaches at transition
- Transition should motivate and challenge children
- The quality and pace of learning are maintained so that children continue to make excellent progress
- Transition should be seen as a process rather than event
- Parents and children should be informed and actively involved within the transition process

Transition to Nursery:

Families meet the Nursery team during a scheduled visit prior to starting. More information about the setting, in the form of a booklet, is presented to parents at this time. During the visit, or following email correspondence, parents will also receive further information about the settling-in process.

New intake children usually attend settling-in sessions, personalised and agreed with the Nursery team, so that they can become familiar with the setting and the staff that will be working with and supporting them during their time in Nursery.

Parents are invited to share any information they wish about their child. If their child attends another pre-school, the parents may also request that Nursery liaises with the pre-school to share information about attainment and progress.

Children can transition to Nursery any time of the year. If a child transitions to Nursery during the Summer Term, and are due to attend Reception the following September, they must attend a minimum of a day in order to engage with the process of transition to Reception.

Transition to Reception:

Transition to Reception from Nursery is built into the Summer Term and occasionally earlier, depending on the needs of the individual child. Children will be timetabled to join sessions in Reception. These sessions will be shared with parents and the progress of these transition sessions can be discussed with parents whenever they wish.

A Reception New Parents Meeting is offered to all parents of children starting school in September. At this meeting information about the school is shared, as well as about the curriculum and the transition process as a whole (see below). An "All about Me" booklet is also given to parents for their children to complete prior to starting school, so key information can be shared about their child.

All pupils joining Reception will also be offered a home visit in the Summer term preceding the start of the academic year. This visit is an opportunity for your child to meet some of the Reception staff and for parents to share any further information they wish.

These pupils will also be offered to attend our Sports Day in July and our special Transition Day, including lunch, in order to get used to the school, new classroom and staff.

Pupils usually all begin Reception on the first day of the Autumn Term but parent can request a staged transition up to the term after their child's fifth birthday when they will need to attend school full time.

Transition to Year 1:

In previous years, during the Summer Term, the Reception and Year 1 teachers will arrange to work together in order that the Year R children can experience the Year 1 classroom and engage with the Year 1 children. As we will be having a mixed Year R/1 class this year and Year 1 and Year R will be

working together throughout the academic year, this process will of course occur throughout the year making transition into Year 1 more fluid.

Reception will formally “move up” to Year 1 during our Transfer Day in the Summer Term and will work with their new class teacher then.

Transition to Year 2:

Year 1 and Year 2 work together throughout the academic year, particularly for topic work. Therefore, the transition to Year 2 is usually a smooth process for Year 1.

Again, Year 1 will complete our official Transfer Day in July to meet and work with their new class teacher.

Transition to Year 3:

During the Summer Term, Year 2 and Year 2 teachers will liaise to create opportunities, usually in an afternoon session once a week, for Year 2 children to spend time in the Year 3 classroom. They will complete “Year 3-type” work and have the opportunity to speak to the Year 3 children and teacher about being in Year 3.

Year 2 will also move up to Year 3 during the Transfer Day in the Summer Term to meet their new teacher.

Transition to Year 4:

As in Key Stage 1, Year 3 and Year 4 work together throughout the academic year, particularly for topic work. Therefore, the transition to Year 4 is usually a smooth process for Year 3.

Year 3 children also attend the end of year Caythorpe assembly so that they can understand more about the residential visit they will attend when in Year 4.

Year 3 will also transition to Year 4 on Transfer Day, meeting their new class teacher.

Transition to Middle School:

Each Middle School has their own unique transition programme which Clophill St. Mary’s fully engages with.

Our main feeder Middle School is Robert Bloomfield Academy who have an extensive transition programme which we are sent every Autumn term and work through in partnership. Examples of this transition programme are:

- Sporting events
- Attending play performances at Robert Bloomfield
- Robert Bloomfield staff visiting Year 4
- Open Evening

Our Transfer Day aligns with Robert Bloomfield Academy, therefore Year 4 will travel on a bus to the school on the same day the rest of the school transfers up to their next class.

The achievement of the cohort of pupils leaving lower school is celebrated through a special Leavers’ Service in Church as well as a Leavers’ Performance to their parents and carers. The parent body usually also organises a Year Book, which the pupils often get signed by their peers and teachers, as well as a Leavers party/disco.

Past pupils are always welcome to come back and visit their old lower school and children up to the end of Year 6 can continue to use our before and after school provision, FunZone.

Additional Transfer Opportunities:

Depending on the needs of individual children, the school may feel, in partnership with parents, that additional transition opportunities are required. These will be arranged and organised in collaboration with parents and school staff.

When transferring to Middle School, additional opportunities are also provided by the Middle School for pupils to spend additional sessions in their new school, throughout the academic year. These opportunities will be discussed with parents on an individual basis.

Pupils transferring to other schools (not at the end of Year 4):

Occasionally parents will choose to send their child to a different school during their time in lower school e.g. if they move house etc. When a child is moving to another school at times such as these, we liaise with the new school to provide any information we have about the pupil and provide the school with the pupil's current school books and attainment file.

On some occasions, in liaison with parents and the new school, a pupil may attend transition sessions at their new school before formally joining their role.

When the pupil has formally joined another school's role, we will confirm this by contacting the new school, before we remove them from our role.