

MOORFIELD PRIMARY SCHOOL



TRANSITION POLICY

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| Term Of Staff Review: | Summer 2025 |
| Reviewed & Approved By Governing Body: | Summer 2025 |
| Committee: | Teaching and Learning |
| Term of Next Review: | Summer 2027 |

Inspiring Creative Learners for Exciting Futures

At Moorfield Primary we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We have created this policy to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

Roles and responsibilities

SLT will be responsible for:

- Liaising with the Governing Body and reporting back the successes and challenges of the transition process.
- Liaising with the Governing Body on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.
- Liaising with early years settings and secondary schools to coordinate transitions between schools.
- Ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The Inclusion Lead will be responsible for:

- Liaising with relevant members of staff from a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Having due regard to the Special Educational Needs and Disabilities (SEND) Policy when implementing support for pupils with SEND during transition periods.

Definition

For the purpose of this policy, **"transition"** is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

| | During the Summer term | During the first term: |
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| Transition into Reception and Resource Base | <ul style="list-style-type: none"> Nursery aged children will spend a session in the Reception classroom with the teacher and the TA. Staff will use stories to help explain new situations so children can relate to the change that will occur. The Nursery teachers from the various settings will advise the teachers on the different areas of need (where appropriate) for each child. Parents will attend an information session with the staff to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered. <p><u>Resource Base (allocated place)</u></p> <ul style="list-style-type: none"> For those children with an EHCP who have been allocated a place in our Resource Provision, staff will visit to observe the child/ren in their own setting and liaise with staff. Following meetings with all stakeholders, a bespoke programme will be designed for their integration into our setting. | Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children will not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. |
| Transition into Year 1 | <ul style="list-style-type: none"> Reception pupils will join the older pupils on the playground during break and lunch time, supported by a member of staff. They will attend all assemblies with Key Stage 1, in addition to special assemblies throughout the year. They will have sessions in the Year 1 classroom with their future Year 1 teacher and the TA. Reception teachers will complete progress assessments on each child and provide the reports to their Year 1 teacher. Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher. | <p>The Year 1 timetable, in terms of provision, planning and pupil-led learning, will remain similar to Reception, including continuous provision opportunities.</p> <p>Pupils will continue to be assessed on the EYFS profile, if appropriate.</p> <p>Consideration will be given to the links between the seven areas of learning in the Foundation Stage and the National Curriculum subjects.</p> <p>The more formal teaching of Year 1 will be introduced gradually in Autumn 2.</p> |
| Transition into other years | <ul style="list-style-type: none"> Pupils will participate in a welcome session with their new teacher – the session will involve a practice lesson and time for questions and answers. Teachers will meet to ‘handover’ their class. The handover meeting will involve discussing the overall progress of the pupils, any issues the current teacher faced and whether there are any special considerations the new teacher needs to be aware of, e.g. adjustments for pupils with SEND. They will discuss pupils’ progress and set learning targets for individual pupils across all of the subjects. Assessments, examples of writing etc are all passed on from the teacher to the new teacher. | A parents’ evening will be held during the first term to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns. |
| All | <ul style="list-style-type: none"> Class teachers to have the opportunity for pupil observations with current teacher. Make observational assessments and pupil progress findings the basis for planning in September. Develop the use of peer observations across all transition year groups to ensure no slippage of standards. Arrange for teachers to work alongside each other to develop understanding of Foundation Stage Profile/KS1/KS2 National Curriculum – the assessment process and how the data should be used. Provide opportunities for TAs to work in transition classes. Systematically canvas views of stakeholders on transition. Class teachers provide opportunities for children to discuss their feelings and anxieties about transition through PSHE opportunities. Teachers produce a transition booklet for children/parents. Ensure pupils have the opportunity to work in both current classroom and new classroom. Organise transition days/sessions for children to meet new teacher and visit new classroom. | <p>Pupil voice at the end of Sum 2 and repeated at the beginning of Aut 2 to identify impact of new transition protocols from Sum 22.</p> <p>Pupil progress in Aut 1 to identify the impact transition has had on all pupils from end of Sum 2 to end of Aut 1.</p> <p>Teacher voice at the end of Sum 2 and repeated at the end of Aut 1 to identify impact policy has had on transition.</p> |

Transition from Year 6 to Year 7

Our school is a feeder school to a local secondary school, Hazel Grove High School. Year 7 teachers from the secondary school will meet with the Year 6 teachers to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND and favourable pupil groupings. There will be one designated visit day for Year 6 pupils to their secondary school during the Summer term (more can be arranged for pupils who require more support with the transition). All records from the school will be passed on to the secondary school as required in line with the school's Records Management Policy and Data Protection Policy. Any pupils who may require additional support, such as those with SEND, will receive this both before the transition in order to prepare, and after the transition to ensure they are coping well.

Children in our Resource Base mainly transfer to Castle Hill High School. Strong links are in place between our staff (including Inclusion Lead) and the members of staff in that setting. As above meetings take place to discuss each child's needs and adjustments they will need.

Transition into the school

Tours will be arranged for all incoming parents and pupils. Parents will receive a 'Prospectus', including information about the school and the curriculum. New pupils joining the school will be assessed by their class teacher and other necessary members of staff, such as the Inclusion Lead, to ensure that any additional needs are accommodated for. Records will be obtained from the previous school and will be made available to the pupil's class teacher. Data transfers will be made in line with the school's Data Protection Policy.

Monitoring and review

This policy will be reviewed on an bi-annual basis, taking into account the effectiveness of the identified support for transition, and will make any changes necessary.