



# ST. MICHAEL'S C OF E PRIMARY SCHOOL

## TRANSITION POLICY

At St Michael's C of E Primary School, we recognise that transition is a process, not an event. This policy has been devised to support children in settling in to their new learning environment in preparation for future learning and development – letting their light shine. Care and attention are given to the transition of individual pupils as they transfer to, through and beyond St Michael's.

### 1. Aims

At St Michael's C of E Primary School, we want our children to experience a smooth transition throughout their time at our school. Effective transitions allow the pace and quality of learning to be maintained. To achieve this, we aim to:

- Encourage all parents/carers to be partners in their child's education.
- Assist parents in helping their child prepare for joining our school and for the transition to each new year group.
- Make a happy and seamless transition from home and/or pre-school to school and from year group to year group.
- Support all children towards independence and develop their 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 or English as an Additional Language.

At St Michael's C of E Primary School, pupils will experience different transitions through their school life:

- Entry to Reception
- Moving from Reception into Key Stage 1
- Moving from Key Stage 1 into Key Stage 2
- Movement from class to class
- From Year 6 onto Secondary School

Each of these transitions is a unique phase which has its own challenges and expectations.

### **Transition from Home and/or Pre-School/Nursery to Reception**

**Responsibility:** EYFS Teacher

We recognise this first transition from a familiar setting to St Michael's can occasionally be difficult for some children as they move from part time child-care to full time schooling. To support both the children and parents we carry out the following:

- Once a place has been offered, EYFS staff will send a welcome letter to the child and family including photos of the staff.
- Dates for induction activities will be arranged including; home visit, nursery visit/phone call, visit morning to school, welcome meeting for parents, induction days in September
- Dates and times mentioned above will be set and shared with parents in a timely manner
- Information session with the Head Teacher and EYFS staff are organised during June. During these sessions, parents are provided with a 'Starting School' booklet, which outlines key information such as timings, uniform and the curriculum and given a tour of the school if they wish.
- Discussions occur between St Michael's staff and staff from feeder settings
- New intake children attend their morning or afternoon sessions independently.

## **Transition from Reception into Key Stage 1**

Responsibility: Y1 staff

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage where a play-based and hands-on approach to teaching and learning is maintained and built upon to offer creative, experiential opportunities. Before the children move into Key Stage 1, teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of academic abilities, special educational needs and any other information relevant to the individual child's well-being and development.

Key Stage 1 staff are familiar to Reception children as they supervise and support them at break and lunchtimes.

Year 1 teachers will spend time during the last half term (Summer 2) sharing stories with the Reception Class in Class 1.

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

Responsibility: Receiving teachers

To ensure a smooth transition from one year group to the next, children will have the opportunity to visit their new class on several occasions during the final half term, where the class teachers will spend time getting to know them.

Children moving with the juniors (Y3-6) will be familiar with the majority of staff as they supervise and support the children at break and lunchtimes.

- Throughout the year, opportunities are given for year groups to work together e.g. curriculum visits/visitors, sporting events, assemblies and curriculum days.
- Each child has their own writing file that moves through school with them.
- Each class has an information file where SEND and key information is held.
- Class teachers meet during the final summer term for handover meetings, where key information about the children's learning and progress is shared and pastoral information is discussed.
- Welcome Meetings will be held by class teachers for their upcoming class at the end of the Summer Term. This is an opportunity for parents to meet the new teacher and find out key information.

## **Transition from Key Stage 1 to Key Stage 2:**

Responsibility: Y2 and Y3 teachers

This transition not only involves moving to a new classroom, but also moving to a different part of the building.

During the final term, children from Y2 will have the opportunity to visit the Y3 class on several occasions and spend time with their new class teacher.

As above, an information evening will be held for all year groups.

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

Responsibility: Y6 Teacher

Local secondary schools, particularly Caldew, will offer open events/transition sessions to Year 5 pupils during the year.

Children transfer to secondary education at the end of Year 6. The vast majority of our pupils move on to Caldew School, with some attending Nelson Thomlinson and some of the Carlisle secondary schools.

Pupils are offered their secondary school place in the Spring Term of Year 6 via Cumbria County Council. Following the allocation of school places, the secondary schools will make contact with the Year 6 children and their families regarding arrangements for September.

Appeals to change the allocated secondary school place allocated should be made to the Local Authority.

- Children and their families are invited to open evenings at the local schools during the year.
- Applications for secondary placements are submitted by the end of Autumn Term on Year 6
- Parents 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 short transition period at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- We provide opportunities to discuss moving to secondary school in PSHE and throughout year 6.
- Year 7 teachers may come to our school to meet with the Year 6 pupils in the Summer Term. The children have the opportunity to ask questions to alleviate anxieties.
- Information is shared between St Michael's and the secondary schools to help ensure new teachers know as much about the children moving up as possible.
- More vulnerable students are given more transition sessions during the final term. These children are identified by St Michael's staff and parents are given the option for their child to opt out of this.

### **Children joining at different points in the year:**

- Parents and children are invited to tour the school and discuss any issues with the Head Teacher and new class teacher.

- New children are assessed quickly by their class teacher.
- Records from previous schools are made available to the receiving class teacher and, where appropriate, the SENDCo.
- Requests about safeguarding information are made to previous schools.

For children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first language which will facilitate the admission process and provide important information about the school. Where necessary, we will seek additional support from external agencies.

#### **Children leaving at different points in the year:**

- All records are passed on promptly – including SEND records and any information related to safeguarding.

#### **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 Leadership Team. The views of parents and pupils regarding transition arrangements will be sought via the annual questionnaires.

#### **COVID-19 Pandemic**

- *Transition during the academic years from 2019/20 to present have been heavily affected by the COVID-19 pandemic and efforts were made to continue as much transition as possible.*
- *For Summer 2022 and beyond, we hope to be able to offer all of the above listed transition opportunities.*