



Transition Policy

Reviewed: May 2022

Next review: May 2024

May 2022	Replaced 'Foundation Stage' with 'Reception' Some amendments to the Reception part of the policy Updated changes to information passed to the next teacher which reflect current practice	James Bancroft, Principal
June 2018	Policy updated in line with current practice	James Bancroft, Principal
June 2015,	Key Information updated	James Bancroft, Deputy Head & Angela Culshaw, UKS2 Manager
June 2014	Policy updated to include reference to Induction booklets.	James Bancroft, Deputy Head
June 2013	Whole School Policy written	James Bancroft, Deputy Head
April 2009	Foundation Transition Policy written	Su Holland, EYFS Manager

This policy was reviewed at the Local Advisory Board in Term 5, 2022.



What do we mean by 'Transition'?

Wistaston Church Lane Academy is committed to making each pupil's learning journey a smooth and exciting experience, whether it is starting at our school, moving up to the next year group or moving on. Transition describes the movement that takes place from one familiar setting (including the home) to another. School policy and practice is adapted to support children in settling in to their new learning environment in preparation for future learning and development. 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 mainly refers to the processes to ensure a smooth transition between the key stages. However, this policy also details the transition process between year groups.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils. The transition process for such pupils will be above and beyond the 'standard' transition practice.

Our key transition principles

- Everything we will aim to do is in the best interests of the child.
- For particular reasons, some children will require more support for transition. The school will do its best to ensure that arrangements are made to support them best.
- Planning is based upon assessment information from the previous class/setting. Therefore, it is important to collect and share as much information as possible.
- There is to be a professional regard for the information from the previous setting/phase.
- Transition should be an enjoyable process and children will be motivated and challenged.
- The transition process does not have a defined period. Whilst key parts of the process are put in place during the Summer Term, transition continues in Autumn after the children have moved.
- External establishments will receive a copy of our policy.
- It is the responsibility of all staff to monitor and evaluate the impact of transition processes.



Reception

Transition into Reception

During Summer 2, Reception teachers will aim to visit all children in their current setting. This includes home visits for children who do not attend a nursery or pre-school setting. Reception teachers will call parents of new starters to establish which setting they attend where possible. When visiting the children, the Reception teachers will take an information pack, containing photographs of the teachers and the kinds of activities they will be doing inside and outside of the classroom. Children will also take home an 'All About Me' booklet to provide teachers with information about the child. This is to be brought to school on their visit days. The Reception teachers will meet with the child's key worker to discuss the child.

All information gathered will be used when deciding which children will be a part of which class. Consideration is given to various pieces of information gender, month of birth, siblings, SEND and family background. We will aim to ensure that each child will be placed into a class with at least one of their friends from the previous setting. Children are grouped after attending in-school transition sessions.

During Summer 2, a number of transition activities are organised which we hope will allow children to feel more familiar with the school. They will also help parents to feel comforted about the change in setting. Pupils are invited to informal Learning Together Sessions with their parents/carers after school. Also they attend two transition sessions. Parents are invited to attend an information evening in which we explain the organisation of the year and gives chance for parents to understand the school and become familiar with the layout.

On Entry To Reception

When the children first start attending school in the autumn term, they come in for shorter sessions during the first week to allow them to adjust to the school and their new learning environment more gradually. We increase the amount of **of time** in school quickly so that all children are usually in school full-time by the end of the first **full** week.



Reception to Year One

The Year One curriculum builds on and extends the experiences children have had during the ~~Reception~~ Early Years Foundation Stage.

The Reception classroom is redesigned slightly during the summer term to give the children more opportunity to sit at tables and chairs and have slightly extended teaching sessions.

Although Year One is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Reception year. Children in Year One are encouraged to select resources and activities independently and use decision making skills in their learning. These skills are taught through developing the characteristics of effective learning in reception.

Before the children move from Reception

During the second half of the summer term, the following transition activities take place:

- At any time during this term, when the Year 1 classrooms are unused, the Reception staff use the opportunity to carry out the children's learning experiences in this environment.
- Story time is also an exciting transitional activity when Year 1 teachers and staff come into Reception to read stories to the children.
- At the end of the summer term, a transition afternoon is arranged for each Reception class to spend the afternoon in their new classroom with their new teacher and staff.
- During the Summer Term, time is also taken to familiarise the children with cloakroom areas, toilets and doorways for entry/exit.
- The children begin to share playtimes with Year 1 and 2 pupils and utilize the new outside learning environment and equipment.
- The Year 1 teacher sends an invitation to invite the Reception children to join him/her for the afternoon. The Reception are then given a letter explaining to the children their first day in Year 1. The children prepare for this day by making and decorating their 'special boxes', during the summer break. They are encouraged to put something inside their special box which is all about them and what makes them special e.g. a photo, trinket, picture, etc.
- The Year 1 staff hold an information evening for the parents of 'soon to be Year 1' pupils to explain the transition into more formalised learning and to answer parental questions. The parents are invited to explore the Year 1 outdoor area and classrooms and to meet the new teaching staff. Examples of Year 1 work are displayed and a summary of the term ahead is provided.
- Teachers and teaching assistants meet to discuss the transition of each child. At the end of the school year, the attainment of each pupil is analysed in detail, alongside their characteristics of learning, learning journeys are shared and projected targets set for the end of the academic year. Information passed onto Year One teachers includes:
 - Book Band reading levels
 - Knowledge of phonics
 - Each child's Early Years Foundation Stage Profile, highlighting each of the Early Learning Goals achieved.

Information is used to group pupils, adjust/fine tune the curriculum and to set future targets. Links are made between Early Learning Goals and the National Curriculum

At the start of Year One

- During the first day, in the September term, the Reception children will then take their boxes to start exploring with their Year 1 teacher. The teacher spends time talking and sharing the boxes to get to know the children. This is displayed in their classroom and together they continue looking at and sharing the boxes. The boxes prove to be a valuable transitional object that provides comfort and familiarity for the children.
- Children are given free play time, similar to 'Busy Bee Learning Time' in Reception, and work in smaller groups alongside the teacher.



Year Two to Year Three

In order to prepare for the move to Key Stage Two, the following activities take place:

- Pupils in Year Two attend a junior assembly each week in the Summer Term.
- They enjoy break times with the older children in the last half-term. They have the chance to use the snack bar in the mornings. They have the chance to use the junior break equipment.
- The children spend time with pupils in Year Three so that their questions can be answered. The Year Three pupils also share information about the Year Two residential.
- Class teachers spend time with their new class to allow the children to become familiar with routines and their new environment.
- Additional transition activities are provided for children needing extra support, e.g. photograph detectives.
- Year Five pupils produce a 'Welcome To The Junior' project for the children in Year Two and give the children a tour of the building.
- Year Two use the Year Three classrooms when vacant.
- During the summer children in Year Two have the chance to play with KS2 pupils.
- Discos and other special events usually take place in the Junior Hall.
- Year Three teachers will go to Year Two to read a story.



Year Six to High Schools

Pupils from Wistaston Church Lane leave to go to various high schools. Our main feeder school is Shavington Academy. Transition arrangements are made by the high schools, but we try to ensure that the experience is consistent for every pupil, whichever school they are moving to.

- Year Six teachers usually meet with high school staff to share information about the pupils, or this may be done over online meetings/telephone/email.
- Transfer of records to high school. This includes passing on copies of reports, SATs results, Teacher Assessment levels, details of friendship groups, details of interests and talents, SEN Support Plans.
- Teachers from the high schools are invited to meet their new intake at school.
- High Schools arrange an intake day for all of their new pupils. Year Six pupils are expected to attend.
- High Schools arrange for 'Buddies' to support new pupils in their transition.
- Year Six staff inform parents and carers of the taster days/open evenings for the various high schools.
- During Year Five, high schools organise activities and taster sessions for pupils.

Within Key Stage Two

During Summer 2 Year Five pupils have no afternoon breaks to prepare them for Year Six.

In Year Five pupils have increased responsibilities/jobs including Reading Buddies.



Transition Between Each Year Group

General arrangements

The following processes take place during the school year, and in particular, in the Summer Term:

- Weekly celebration assemblies
- Children are encouraged to share good work with the teacher of the 'next class'.
- Although not always possible, the children and parents will be given details of the next teacher by the end of June at the latest.
- All children visit new classes and work alongside new teachers for a minimum of a half-day in the Summer Term.
- 'Early intervention' for SEN pupils. This includes the new class teacher discussing targets for September with the previous class teacher
- All data is shared to help to ensure that progress continues during the Autumn Term.
- Parents Information Evenings are held either in the Summer Term (Reception to Year Three) or in the Autumn Term (Year Four to Year Six).

Specific arrangements

Discussions

A twilight evening/INSET will be planned every year specifically for the purpose of teachers and teaching assistants to meet to discuss the movement of pupils from one year group to the next. The date of this meeting depends on the confirmation of the staffing structure of the school. It will usually take place at the end of June/beginning of July.

Transition Session

A morning or afternoon session will be arranged for all pupils to move to their new class teacher. The date of this meeting depends on the confirmation of the staffing structure of the school. It will usually take place at the end of June/beginning of July. To help with arrangements, the date will coincide with a high school transition day and PPA teachers will take the remaining Year Six pupils.

Occasionally pupils need more support with their move, so additional visits and meetings are arranged on an individual basis.

Key Information

The following is the **minimum** amount of information which should be passed to the new class teacher by the last day of the Summer Term at the latest:

SEND Info:

- EHCPs and SEND Support Plans and First Concerns Records
- Individual needs, e.g. hearing, vision impairment
- How pupils are differentiated for through Quality First Teaching
- Details of any interventions (for all pupils)

Child Protection:

- The Safeguarding Lead will pass on any information which needs to be passed on (respecting all rules of confidentiality)
- Children who are open to Early Help, Child In Need or Child Protection

Data:

- Book Band reading levels and Accelerated Reader Info
- End of Year Assessment levels
- Reception GLD, Year One and Two Phonics Screener results, Year Two SATs results and Year Four Multiplication Check results



Class:

- House teams
- Information about class dynamics and friendship groups

Medical/Family Information:

- First aid matters – inhalers, allergies, other medical information
- Family information – separated families, deaths, illnesses, contact/access arrangements for particular reasons
- Children eligible for Pupil Premium

Other:

- Book labels
- Left/right-handed pupils
- Swimming Groups and notes on swimming ability, where necessary
- Photograph/website restrictions.

This information is in addition to anything shared in a formal discussion between class teachers.

In-Year Transfers

- New pupils joining the school are given a copy of our Welcome Pack.
- Individual tours are offered to all incoming parents and children.
- New children are assessed quickly by the class teacher and/or SENCO. The Admin Staff will contact the child's previous school for up-to-date assessment information.
- Friends are suggested within the class to help the child to integrate
- It is good practice for the teacher to contact the child's previous school to ask for anything they need to know to help the child to settle. The School Office will contact the school for any additional information.



Start of the new year

The first week in September is also a transition week. These first few days are vital to the success of the school year. During these days, between some formal teaching, teachers will work with their class to complete the following (appropriate to their year group):

- Teaching class routines
- Presentation expectations
- Agreeing class rules and behaviour expectations
- Setting class targets
- Agreeing expectations for behaviour, attitudes and effort in the classroom, in the corridor, at playtimes and around school
- Agreeing responsibilities around the classroom
- Familiarising with things in the classroom
- Agreeing standards for cloakrooms
- Stressing the importance of looking after school equipment.
- PSHE activities
- Working through the home-school agreement
- Taking a look at our new reading records
- How is reading going to be recorded
- Choosing new reading books
- Exploring the new timetable
- Finding out lunchtime arrangements
- Working through the new homework books
- What to do in the event of a fire