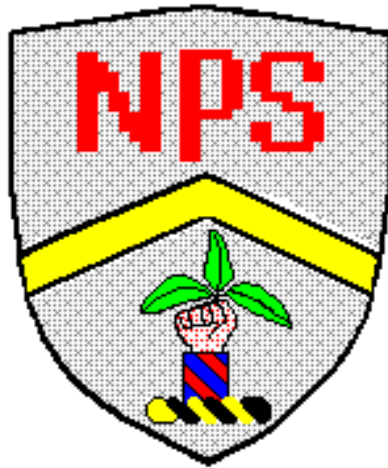


Nettlesworth Primary School



Transition Policy

A Statement of Policy

November 2024 (RA)

Introduction

At Nettlesworth Primary School we are committed to providing all children with a smooth transition experience. This policy reflects our School's values and philosophy in relation to the teaching and learning having been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond Nettlesworth Primary School.

Definition:

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

Pupils at Nettlesworth Primary School may make several transitions as they move through the school including:

- Transition from home or Nursery to EYFS
- Transition from EYFS to Year 1
- Transition from one class to another
- Transition from Year 6 to secondary school

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

Aims

We want our children 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 and year group to year group.
- Support all children towards independence and develop 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 who might be considered vulnerable.
- Encourage all parents/carers to be partners in their child's education.

- Assist parents/carers 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 Teaching and Learning policy.

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Transition from Home to Reception

Responsibility: Mrs Morton (EYFS Leader/Class Teacher)

At Nettlesworth, we recognise that this can be a difficult transition, as children move from home and their familiar environment to full time days at school. To support both children and parents during this time, we organise a number of different activities across the Summer term:

1. Tours of the school are offered to all incoming parents/carers and children to share the schools vision and ethos, led by the Headteacher. This usually takes place during the school day so that they can see teaching in action.
2. Discussions occur between Nettlesworth Primary School and any other professionals involved (e.g. health visitors, GP's) once the school place has been officially been accepted.
3. Home visits with the class teacher to meet the child joining the setting and to talk with parents/carers about their likes/dislikes, interests, achievements, educational abilities linking to the EYFS Frameworks and any issues that need sharing before the in-school visits. This happens throughout the month of June so that the child can meet the teacher in person and feel at ease around them. Additional visits from EYFS teacher can

be arranged for children who may need additional support to ensure a successful transition.

4. In June, parents/carers attend a 'Starting School' Meeting with the Headteacher, EYFS Leader, Class Teacher and any other professionals who can attend on the specific date (Health Visitor / Family Wellbeing Coordinator / School Nurse). At this meeting, all aspects of the school / class routines and expectations are covered. Parents receive an information pack, which includes a School Prospectus and 'My new School' booklet showing visual photographs of the EYFS learning environment and all staff. Time after this meeting is allocated for parents/carers to talk 1:1 with the EYFS lead/Class Teacher about anything that needs sharing before the in-school transition visits.
5. In July, children then attend 4 visits to the school each increasing in length to meet their teacher, peers joining them in September intake and the staff that will be working alongside them. In this visit, activities will be set up including resources that interest the child as discussed in the initial home visit to make them feel calm and comfortable throughout. This prepares them for their first full day at school in September.
 - 1st session - half an hour,
 - 2nd session - 1 hour,
 - 3rd session - 1 hour 15 minutes,
 - 4th session - 1 hour 30 minutes.

Transition from a Pre-School Setting to Reception

Responsibility: Mrs Morton (EYFS Leader/Class Teacher)

At Nettlesworth, we recognise that this can be a difficult transition as children move from nursery or a pre-school setting (where they attend either mornings / afternoons or some full days) to full time school. To support both children and parents during this time, we organise a number of different activities:

1. Tours of the school are offered to all incoming parents/carers and children to share the schools vision and ethos, led by the Headteacher. This usually takes place during the school day so that they can see teaching in action.
2. Discussions occur between Nettlesworth Primary School and any other professionals involved (e.g. health visitors, GP's) once the school place has been officially been accepted.
3. Nursery / Pre-School setting visits are arranged so that the class teacher can meet the child in their familiar setting to talk with their key worker about their likes/dislikes, interests, achievements, educational abilities linking to the EYFS Frameworks and any issues that need sharing before the in-school visits. This happens throughout the month of June so that the child can meet the teacher in person and feel at ease around them. Close relationships are formed with feeder settings to ensure that transition is smooth for all children. Additional visits from EYFS teacher can be arranged for children who may need additional support to ensure a successful transition.
4. In June, parents/carers attend a 'Starting School' Meeting with the Headteacher, EYFS Leader, Class Teacher and any other professionals who can attend on the specific date (Health Visitor /Family Wellbeing Coordinator / School Nurse). At this meeting, all

aspects of the school and class routines and expectations are covered. Parents receive an information pack, which includes a School Prospectus and 'My new School' booklet showing visual photographs of the EYFS learning environment and all of the staff prior to the in school transition visits. Time after this meeting is allocated for parents/carers to talk 1:1 with the EYFS lead/Class Teacher about anything that needs sharing before the in school transition visits.

5. In July, Children then attend 4 visits to the school each increasing in length to meet the class teacher, their peers joining them in September intake and the staff that will be working with them. In this visit, activities will be set up including resources that interest the child as discussed in the pre-school visits to make them feel calm and comfortable throughout. This prepares them for their first full day at school in September. Again, additional visits from EYFS teacher can be arranged for children who may need additional support to ensure a successful transition come September.

- 1st session - half an hour,
- 2nd session - 1 hour,
- 3rd session - 1 hour 15 minutes,
- 4th session - 1 hour 30 minutes.

Transition from EYFS to Year 1

Transition from the Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.

Throughout the academic year EYFS and year 1 staff work closely to plan and deliver several topic days. This ensures that children know all staff in both classrooms as well as staff knowing children well. This enables a smoother transition into year 1. Year 1 staff also run after school clubs, inviting EYFS children along. Once again giving children the opportunity to build good relationships before they enter into year 1.

During the Summer Term, Year 1 teachers spend time in the reception classrooms and outside space with the children they will be receiving. Towards the end of the summer term children visit the Year 1 classrooms and take part in a class swap day with their new teacher.

Our reception teacher shares assessments with our year 1 teacher, which identifies gaps in children's learning and makes recommendations for interventions that are planned to start in September. As well as identifying MAGT children. this ensures challenge and individualised curriculums are in place for the beginning of year 1. Time is given for the EYFS teacher and Year 1 staff to meet to share the EYFS Profile, Assessment and pastoral information.

During the first half term in Year 1, children experience a gradual transition from the play-based approach to teaching and learning they have experienced within the EYFS, to a

structure with more whole-class, teacher-led sessions. At the start of the year key aspects of the learning environment and pedagogy are familiar to the children such as areas of continuous provision within the classroom. These areas do stay within the classroom throughout the year, however time accessing them decreases over the course of the year. Teachers gradually increase the amount of whole class teaching and independent work, with more whole class lessons delivered alongside opportunities for play-based learning.

Transition from class to class

All children visit their new classes towards the end of the summer term, spending a day in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.

Transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The class log is handed over at this meeting, which contains relevant information about the class including the cohort trackers, progress and attainment data, SEND information, MAGT learning plans, stages of language acquisition and pastoral and health information. Assessment information on children's attainment, progress and targets is also shared.

The receiving teacher also has access to each child's end of year school report. The progress of all children vulnerable to underachievement is discussed at Pupil Progress meetings held at the end of the Summer Term. Strategies to accelerate the progress of any pupils identified as underachieving are agreed by the class teacher and SENCO.

Parents have the opportunity to meet the receiving teacher at the school's end of year picnic / celebration, which is held during the final week of term. This is followed by a meeting with parents during the half of the Autumn Term, which provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year.

A timetable and class letter are shared with parents on the first day. Parents/carers are also encouraged to engage with their child's class section of the school website in order to keep up to date about any learning that has taken place.

Transition from Primary to Secondary School

As a school we work with several Secondary schools that receive our children in year 7. Throughout Year 5 school distributes and encourages children to attend open events at the secondary schools in order to best make a decision. School is also committed to working with staff from these schools to plan and deliver taster days within our school as well as the secondary schools.

Our Headteacher writes to all Year 6 parents in September to explain the process of applying to a secondary school. This letter is accompanied by the Durham County Council leaflet 'Applying for a Secondary School Place'.

Once places have been offered and accepted, the school liaises with each receiving secondary and engages in their transition programme. This varies between schools but may include the child meeting the Head of Year 7, meetings between the child's class teacher and Head of Year 7 and time spent on transition projects in the child's new school.

The school shares pupil information with the receiving school, including end of KS2 attainment levels and important pastoral information. Pupil records are transferred to the receiving secondary school which will include the child's annual school reports, information about special educational needs and significant pastoral information. Records of safeguarding concerns are also passed on to the receiving school.

In the second half of the Autumn Term, all pupils in Year 6 complete a unit of work called 'Changes', which addresses many issues associated with transition including PSHE and citizenship topics such as dealing with peer pressure, personal /online safety, planning routes to school and relationships education. The School Nursing Team deliver a puberty talk presentation and Mental Health Team also work with the Year 6 on resilience/confidence in preparation for transition. Our PCSO also work with the Year 6 discussing issues regarding personal/online safety, social behaviour and hate crime.

Pupils from Year 7 are invited back to school to share their experience of transition. The achievement of the cohort of children leaving primary school is celebrated through a Year 6 leavers' performance to the school community, a special leavers' assembly, a leavers' party and the traditional signing of shirts on the last day. Past pupils are always welcome to come back and visit their old primary school.

Policy Communication and Review

This policy is available on the school website and a copy of this policy will be available to all members of the school community through the school office.

This policy will be reviewed annually.