

A nurturing inclusive learning community that enables everyone to be their best



CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP TRANSITION POLICY

**Approved by
TLA Committee on 10/05/2021**

Next renewal date: TLA Term 3 22/23

Transition Policy

1. Strategic Framework

This Transition Policy is adopted to ensure that Calton Primary School and Calton Playgroup children:

- a. Know that transition is a process not an event.
- b. To provide a secure, happy and stimulating environment for all where extended learning opportunities are provided to develop emotionally, socially and intellectually.

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) or from one Key Stage to another or one year group to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, from Calton Playgroup through and beyond Calton Primary School. We believe that transition should be a rewarding and enjoyable experience that promotes learning, personal growth and development. We aim to provide all pupils with positive experiences through a planned and coherent programme which is in line with our vision and values.

2. Values

Our transition policy is underpinned by the values that we hold dear as a school and playgroup.

We are a nurturing, inclusive, learning community that enables everyone to be their best.

Skills (learn, practise, do)

Togetherness (friendships, relationships, community)

Aspiration (ambition, dreams, goals)

Resilience (try, bounce back, overcome)

Success (progress, pride, celebration)

We aim to use our teachers' skills and team to achieve the best outcomes for our children respecting their individuality whilst ensuring that all transitions are successful.

3. Aims and objectives

- Approaches to teaching and learning are adapted prior to transition from year group to year group in order to prepare the children.
- Planning is based on the children's interests, assessment and information from the previous class and/or setting including skills gaps.
- Styles of teaching and learning meet the needs of the children and are not pre-conceived notions of what is appropriate for the next phase/Key stage.
- There is a professional regard for the information from the previous setting/phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children using our zones of regulation.

4. Provision

Continuity of Teaching and Learning

At Calton Primary School and playgroup, we use the following processes:

Pre-school to School

Transition from pre-school to school is a major event in the lives of young children and their parents/carers. At Calton Primary School and playgroup we do everything we can to ensure a smooth and happy transition is made from pre-school settings, into our care.

In order to make this transition as successful as possible we will:

- Use the acceptance list to invite children from pre-school settings into school for Stay and Play sessions from June/July onwards. Photographs will be taken and used with consent to create displays in the classroom for September when the children start school.
- In July all children are invited to school for one afternoon to spend time in their new classroom with relevant teachers and support staff.
- Current Reception children will either stay and play with new children or spend time in Calton Playgroup sharing their experiences in Reception.
- Teachers and/or Learning Partners will visit children in their pre-school settings where it is deemed necessary. They will meet with Key Workers

to discuss individual children. This may include gathering information on likes, dislikes, talents, progress, behaviour, special needs etc.

- A 'New Parents' information evening will be held at the beginning of June to welcome parents to our school and provide key information about our school and starting school. This will include 'welcome' packs with information about which class the child will be in, times and dates of when they start school, a meeting time with the Head Teacher and Class Teacher.
- Each pack will also include a booklet for the children with the names and photographs of key staff and other information about their classroom that they can share with parents/carers.
- This meeting will also give parents the opportunity to meet Reception staff, walk around the school and meet other parents.
- Parents will be invited to meet with a Senior Leader and their child's Class Teacher to ensure the necessary paperwork has been completed and to share any useful information about the child. This will be a time for parents to ask questions and alleviate any worries about their child starting school.
- Calton Primary School will contact all pre-schools, nurseries etc for relevant information on the child – EHCP, My profile, safeguarding information.

Calton Playgroup is part of our school which provides rich opportunities for relationships to be developed between staff and children.

This is achieved by:

- The Playgroup and Foundation Stage children sharing morning playtimes throughout the year.
- The Playgroup children attend special events such as Christmas Plays, Easter Assemblies, Harvest Assemblies and other Class Assemblies.
- Teachers and Learning Partners visit the Playgroup in the Summer Term to spend time with the pre-school children reading stories, singing and playing games.

At Calton Primary School and playgroup the happiness and wellbeing of each and every child is paramount. Therefore with the above systems in place we hope the transition from any pre-school environment into the Foundation Stage setting at Calton Primary School will be an exciting and worry free experience for both parent/carer and child.

Transition from Early Years Foundation Stage (Reception) to Key Stage One

Effective transition aims to ensure children have:

- Confidence and ability to cope with change.
- A successful attitude and ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant teachers.
- Access to appropriate high quality resources.
- Effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- Opportunity to develop personally through coping with new challenges.
- Appropriate challenging learning experiences from the start of their receiving phase.

Year Group Transitions

To ensure smooth transition we have looked at several areas; familiarisation, approaches to teaching and learning and transfer of information.

Reception to Year One (Key Stage One)

Familiarisation

- Joint and whole school assemblies ensure that all children are familiar with staff.
- Joint lunch time and afternoon break with KS1 children.
- Children are encouraged to visit Year One to share good work.
- Year One teachers to spend time in the summer term with reception classes – for example reading a story or to watch child initiated play.
- One “formal” visit to work in Year One in July, unless they are a child who requires more transition time. Extra provision will be made
- Current Year One children to talk about own experiences to Reception children.

Approaches to Teaching and Learning:

- Opportunities within the first term of Year One for some child initiated play.
- Opportunities for role play areas.

- Take time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experience provided accordingly.

Transfer of Information

- Year One teachers are made fully aware of each child's Learning Journey and 'Insight'. These can be accessed by Year One teachers and are formally discussed in the Summer Term.
- Individual data and interventions etc. are also collated and passed on to the new teacher.
- Annual tracking of children's progress through Interim and Key Stage data and reading assessments. Data informs next teacher of targets for the following year.
- Transfer of records: Reports, EHCP's, Assessment Folder (incl. My Profiles).

Year One to Year Six

Year 2, Year 4 and occasionally existing classes can be divided into new classes if the school deems it necessary taking into consideration the following factors: -

- Ability
- Age
- Gender
- Ethnicity
- English as an Additional Language (EAL)
- Behaviour
- Personalities
- Friendship groups
- Higher quota of SEND due to in-year admission
- Pupil Premium

Familiarisation

- Whole school assemblies ensure that all children are familiar with staff.
- Children are encouraged to visit their next Year Group to share good work.

- During the course of the year during set activity weeks classes have the opportunity to be taught by other Year Group teachers.
- Teachers to spend time in the summer term their new classes – conducting activities or observing lessons.
- One “formal” day visit to work in their new classroom is held in July. Unless they are a child who requires more transition time, provision will be made.
- Watch relevant Key Stage Productions and Class assemblies.
- Shared break and lunch times relevant to individual Key Stages.

Approaches to Teaching and Learning:

Teachers will use assessment data and teacher knowledge to plan and personalise teaching and learning for specific needs.

Transfer of Information

- Teachers are made aware of each child's attainment and progress. These are passed onto new teachers in the Summer Term during several Transition meetings. In Year 2 and Year 6 this includes summative SATs data which is passed on to the new teachers/new schools.
- Individual data and interventions, etc. are also collated and passed on to the new teacher.
- Annual tracking of children's progress through Interim and Key Stage data: spelling, maths, maths InterRail, excel data, SPAG, writing and reading assessments and populated Calton Quest with skills gaps. Data informs next teacher of targets for the following year. Fully populated Insight data: with Spelling Punctuation and Grammar (SPaG), Reading, Writing, Maths and Science using National Curriculum grids. Plus assessment of non-core subjects.
- Physical Education, Clubs and Swimming data are updated on T drive.
- They will meet with class teachers to discuss individual children. This may include gathering information on likes, dislikes, friendship issues, talents, progress, behaviour, special needs etc.
- Medical/safeguarding/Gifted & Talented.
- Transfer of records: School reports (with clear photos), My Plan's, My Plan +, EHCPs, assessment information from Insight and CPOMs.
- A ‘New Parents’ information evening, providing key information about expectations, will be held to welcome parents to their Key Stage/Year Group in the Autumn Term. This will be a time for parents

to ask questions and alleviate any worries about their child starting school.

Year Six to Secondary School

Familiarisation

- During the Autumn term, children are allowed time to visit prospective secondary schools during the school day.
- Transition information is given to parents during the first term – individual online passwords etc.
- In Summer Term Year 7 transition staff from every secondary school visit Calton Primary School to meet the children and explain events or expectations.
- Year 6 teaching staff meet with Year 7 transition staff to discuss individual children. This may include gathering information on behaviour, talents, progress, levels attained, special needs etc.
- Children visit new school to familiarise themselves with the buildings, staff and environment.
- Staff at Calton provide transition sessions for Year 6 to try to alleviate children's concerns and answer any questions that they might have.
- Information and files for each pupil are passed on to relevant school to aid transition.
- Personalised programmes are set up by staff at Calton dependant on individual children's needs and extra transition days can be arranged.
- Children that are on the SEND register and have My plans, My plan+ or EHCP; the receiving secondary school will be invited to the Spring and summer reviews.

Moving Up Day

Moving up day is traditionally held on the 1st Thursday in July to coincide with local Secondary Schools. Within Calton Primary School it is expected that the following areas are covered on Move Up Day:

- Mind map of next Topic.
- Intended Learning for next topic.
- Children's curriculum areas that they want to learn.
- Key Questions to drive learning.
- Write a paragraph about you.

- Class Charter – create and sign up to it.
- Reinforce School values and expectations and what it looks like in your classrooms.
- Drawer labels/Peg Labels for KS1.

5. Monitoring and review

The transition procedures are the collective responsibility of the teachers who are handing over and receiving the relevant children. The effectiveness of the transition phases are monitored by the Key Stage Leaders. The Senior Leadership Team will evaluate the transition processes annually and update the procedures as necessary.