

GREAT CHART PRIMARY SCHOOL

CLASS ALLOCATION & TRANSITION POLICY

September 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

This policy sets out the process by which children at Great Chart Primary School are allocated to classes and the transition procedures at the end and start of each year.

Class Allocation

The school's primary motivation when considering class allocation is to ensure the best combination of children in each class so that all pupils can achieve their full potential. At Great Chart Primary School, we may reorganise classes at any point in the school year from EYFS- Year 6. This enables us to review the needs of the children to ensure:

- There are opportunities for children to learn and play with a wider variety of peers
- Greater social interaction and educational equality between children as they move through the school
- That the classes remain balanced in response to pupil transfer and transition during phases
- A greater sense of community

Principles that underpin this policy

The arrangements for class mixing are based on the professional judgements of Class Teachers, the phase leaders, the Senior Leadership Team and the Headteacher.

- We will always consider what is in the best interests of the classes as a whole when making decisions.
- We will always consider the happiness and welfare of the children and will take into consideration existing friendship groups when we create new classes.
- Class Teachers meet to ensure a range of educational, social and personal needs, gender, maturity and a good balance of friendships are represented in each class.
- Teachers will be allocating classes based on their in-depth knowledge of the children.
- SLT and the Phase Leaders meet with class teachers to discuss and finalise groupings
- Headteacher and SLT meet and approve classes

Criteria for Mixing Classes

The class arrangements are agreed by the professional judgement of senior leaders and teachers, taking the following criteria into account:

- The needs of children socially
- The needs of individual children academically
- The needs of children based on age and maturity
- The need to teach classes equally balanced in gender and ability
- The possible need to separate children

The school may also consider;

Date of Birth	Gender mix	Behaviour needs
Academic Ability	Specific learning needs	Friendship groups
Social & emotional needs	Cohort dynamics	Personalities

At any point during EYFS- Y6, classes and year groups may be reorganised to ensure a balance across each class.

Parent and carer's contribution

It is not possible to allow parental preferences to be taken into account and it is not our policy to change the class lists once published. Please trust the school to make the best choice for each individual child and how they present at school. Where siblings could be placed in the same class, in the case of twins for example,

parental requests will be considered and accommodated where possible. The class allocation decision for each child is confidential and will not be discussed with other parents.

Transition Arrangements

At Great Chart Primary School we endeavour to ensure a smooth transition for pupils between each Primary School Phase: Pre-school and/or Nursery and the Foundation Stage class, EYFS and Key Stage 1, Key Stage 1 and Key Stage 2 and Year 6 to Year 7. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition.

Principles that underpin this Policy

- Approaches to learning and teaching should be harmonised to ensure effective transition through each of the Primary Phases
- Styles of learning and teaching should meet the needs of the pupils.
- The Early Years Foundation Stage Profile should be valued as an effective assessment tool, used to inform planning during the Autumn Term of Year 1 and to ensure that there is a gradual implementation of a more formal Key Stage One curriculum
- Pupils should enjoy the new challenges and approaches to learning in the next Key Stage.
- Transition should motivate and challenge pupils.
- Successful transition is the result of effective communication, a planned induction to EYFS, Year 1, Year 3 and Year 7
- Parents should be informed and encouraged to be fully engaged

Aims of Pre-school to EYFS Foundation Stage Transition

- To provide a smooth transfer from home or pre-school to Nursery and/or from pre-school or Nursery to Reception for both pupils and their parents/carers
- To ensure that the children's emotional well being is a priority
- To ensure good communication between staff, parents and pupils
- To raise parents' awareness of school routines and how to support their child at school
- To provide a transition book for parents to share with their children
- To provide a smooth and positive transition between Reception and Key Stage 1 and to ensure that the EYFS assessment information is effectively communicated

Implementation

Parents and children are given opportunities to visit the school. During the Autumn Term prior to a child starting school the school also holds 2 open sessions for parents of pre school pupils. A parents/carers' information meeting is arranged in Term 6 prior to the child starting the School. The EYFS is introduced as well as practical information such as school times and how parents/carers can help their child to settle in the School as quickly as possible. Transition booklets are sent home via the child on taster days.

During the Summer Term the EYFS Leader communicates with all feeder nurseries to discuss the children arriving in September. Their needs and any other concerns are discussed. Where possible the EYFS leader and assistant inclusion manager arrange visits to the nursery settings.

Before the children start school, 2 or 3 sessions of story/play sessions are set up where the child will meet their teacher and TA team and have a story and play within their new classroom. The initial sessions will include parents/carers to help support transition. The Assistant SENCO and FLO also liaise with agencies within the District in order to discuss any children with special needs and how the school can meet their needs. The school abides by the New Admissions Code- see Admissions Code document. Additional 'stay

and play sessions may be provided by invitation for pupils that may benefit from additional or smaller sessions.

In the first week of Autumn term one, parents and the pupil are invited to a half an hour meeting. During this meeting the class teacher uses a questionnaire to build their knowledge of the child from the parents view. The pupil will spend the time with the TA who will do activities to start looking at any additional support they may need. Children start school in the Autumn Term on a part time basis. Individual needs are considered and some children attend for a shorter period of time if they find the sessions too long.

Aims of EYFS Foundation Stage to Key Stage 1 Transition

- To ensure children are school ready.
- To ensure that pupils experience a smooth transition from the Early Years Foundation Stage to Key Stage One.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than an event.
- To inform parents and pupils about the transition process

Implementation

Transition to Year 1 builds upon and extends the experiences pupils have had in the Early Years Foundation Stage. During the Summer Term the Year 1 teachers will come down and spend time in the EYFS setting getting to know the children in their own environment. Then the children will visit the Year 1 classroom and take part in activities with their new teachers.

A transition book will also be shared with pupils to help remind them of their new teachers and classroom.

During the Summer Term a meet and greet session is held for parents to come in and meet the Year 1 teachers. During this meeting the staff will talk about expectations of KS1 and how life in Year 1 differs from Foundation Stage. Copies of the slides will also be shared with parents after the meeting. A transition booklet will be shared with all parents with paper copies given to pupils who may need it.

Throughout the first half of the Autumn Term the Year 1 teachers continue to use the EYFS document and ensure that they adopt similar routines, expectations and activities as in the Early Years Foundation Stage class enabling the pupils who have not achieved their early learning goals to continue to do so. Importantly there continues to be opportunities for active child initiated independent learning through enhanced provision. The amount of time that pupils in Year 1 spend sitting still and listening is gradually increased so that the pupils remain motivated, enthused and eager learners.

Assessment, Recording and Reporting

EYFS profile assessment is used to support a successful transition from the EYFS to year 1. At the end of the final term of EYFS, reception teachers must give year 1 teachers a copy of each child's EYFS profile, including: a record of the child's outcomes against the 17 ELGs, stating for each ELG whether the child is: meeting 'expected' levels (2) or - not yet reaching expected levels (1). Throughout the Early Years Foundation Stage staff will develop a concrete knowledge of pupils through play, teacher directed activities and using strong foundations. Each pupil will be discussed in depth against the ELG with the Year 1 team in order to give the Year 1 teacher a fully rounded picture of the development of each child. Once they have completed the Early Learning Goals learning and development is regularly monitored .

Aims of Key Stage 1 to Key Stage 2 Transition

- To ensure that pupils experience a smooth transition from Key Stage One and Key Stage 2
- Transition Booklets made and given to children needing extra support.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than an event.
- Where appropriate, to inform parents and pupils about the transition process

Implementation

As pupils move from Year 2 to Year 3 they often find it challenging to get used to the pace of work, expectations for home learning, personal organisation and responsibility associated with becoming a Key Stage 2 pupil. To make the transition easier pupils will have opportunities in the Summer term to meet their new teacher and spend some time in their new classroom discussing how they wish their new class to run. It is very much a chance for pupils and teachers to work together to plan for the new school year. The session aims to excite pupils about the challenges ahead and the excitement of moving on their learning journey. During this time pupils can also ask questions to put them at ease before the summer break. During the Summer Term a meet and greet session is held for parents to come in and meet the Year 3 teachers. During this meeting, the staff will talk about expectations of KS2 and how life in Year 3 differs from KS1. Copies of the slides will also be shared with parents after the meeting.

A transition book will also be shared with pupils to help remind them of their new teachers and classroom. This will be repeated each year throughout Key Stage 2 as they move to a new class. Some children may have more structured transition to get used to their new classroom and teacher.

Year 3 teachers also meet with Year 2 staff to discuss End of Key Stage assessments and relevant transition information.

Key Stage 2 to Key Stage 3 Transition

Research indicates that the transition from primary to post-primary school is a significant and stressful time for pupils and their parents. Pupils have to adjust to the changes involved in moving from primary to post-primary school. Parents are naturally anxious about their child's ability to cope with change. Most pupils adjust well to their new situation, but some struggle to cope. For some, the transition can have a negative impact on their learning and social and emotional wellbeing. Therefore, it is essential for primary and post-primary schools to work collaboratively to ensure that all pupils benefit from a successful transition. Sharing information between primary and post-primary schools is an important part of this process. A positive experience of transition creates benefits for pupils such as increased confidence and improved learning outcomes. It also reduces anxiety for pupils and parents.

Some of the challenges faced by pupils making the transition between Primary and Secondary School

Pupils need to adjust:

- From being the oldest in their primary school to being the youngest in the post-primary school;
- To pupils from different backgrounds and traditions;
- To having to move around the school to different classrooms for different subjects;
- To subjects being departmentalised, how these are timetabled and how different teachers teach them;
- To greater value being placed on ability rather than effort;
- To being grouped in classes for different subjects, often streamed according to ability;
- To a different pastoral system and pastoral support.

Aims of Key Stage 2 to Key Stage 3 Transition

We aim for each pupil's transition to :

- Meet the needs of individuals and enable them to develop fully e.g. by offering additional summer holiday transition days to children who may need extra support to make a successful transition to secondary school. Year 6 teachers also visit former pupils in their new school during the Autumn Term to discuss their transition
- Support pupils to develop the confidence, understanding and skills they need to become increasingly independent learners e.g. enable the children to participate in inter-school music, dance and mathematics workshops
- Establish and develop an effective communication network and clear channels of communication e.g. close liaison has been established between Great Chart and the Year 7 Pastoral Teams from each of the local secondary schools
- Create, maintain and develop systems and structures that support links, partnerships and sustained collaboration between schools e.g. secondary school teachers visit Great Chart and deliver single subject workshops and transition based activities. The pupils in turn visit local secondary schools during Year 5 and Year 6 and participate in range of activities to gain an insight into what life is like at a secondary school
- Share and use assessment and other information to plan progression through inviting staff from each secondary school to come to Great Chart to meet their new pupils and by completing all supplementary assessment documentation
- Involve parents in the process e.g. In the Autumn Term of Year 6, parents are invited to attend a transition meeting at Great Chart. During this meeting. Secondary Heads give presentations about their school and what opportunities they can offer the children.
- Support collaboration between teachers from primary and post-primary schools to share best practice and expertise e.g. English and Maths teachers work alongside the Year 6 staff to introduce new methods of teaching

Meet the Teacher Sessions

During Term 6 all parents are invited into school for a Meet the next teacher presentation. Teachers will inform parents of the expectations, routines and rules for the next year group. They will also discuss topics and individual subjects. This information is then made available to parents. Transition booklets are also shared with all.

Leadership and Management

Each Phase Leader will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process. They will report to the Senior Leadership Team on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.