

Great Chart Primary School Transition Policy



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 Reception 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

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 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. The school has an annual open evening in the Summer Term in order to promote the School to families within the area. During the Autumn Term prior to a child starting school the school also holds 2 further open sessions for parents of pre school pupils. Parents/carers can register their children immediately or at a time convenient to them. 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 to feeder nurseries.**

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 teachers and TAs arrange visits to the nursery settings.

Children from Great Chart Pre School are given the opportunity to visit the school on several occasions in order to 'stay and play' and experience lunches. During the Summer Term the Pre School are invited to the EYFS Sports Day to join in, in all activities.

Before the children start school story sessions are set up where the child will meet their teacher and TA and have a story within their new classroom. During this time “Teas and Tissues” is set up in the school hall, where parents/carers can meet with the FLO. The 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 majority of children start school in the Autumn Term on a part time intake. Individual needs are considered and some children attend for a shorter period of time if they find the sessions too long. The school abides by the New Admissions Code- see Admissions Code document.

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 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 pupils visit the Year 1 classroom and take part in an activity morning with their new teacher and the Year 1 teacher regularly visits their classroom for short periods to play with and observe the pupils. She is also included in the end of year baseline assessment.

Throughout the first half of the Autumn Term the Year 1 teacher continues to use the EYFS document and ensures 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 pupil initiated independent learning through planned play. 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

Throughout the Early Years Foundation Stage pupils’ learning and development is regularly observed through the use of focused planned and spontaneous observations. These assessments of pupils’ learning are recorded in their individual profile, which are shared with pupils, parents and staff. As part of the transition to KS1 these individual profiles are passed to the Year 1 team to be added to until the individual pupil has achieved the Early Learning Goals. Once they have completed the Early Learning Goals learning and development is regularly monitored using APP grids.

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 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 the learning journey. During this time pupils can also ask questions to put them at ease before the summer break. At the school open evening each July parents and pupils are encouraged to look in their new classrooms to get a good idea of the types of topics covered and the level of work expected. Pupils also get the opportunity to play on the KS2 playground as this is something new and exciting for them. The zones are explained the timetable of activities that are supervised by the buddies.

Year 3 teachers meet with and moderate with Year 2 teachers to ensure consistent understanding of Age Related Expectations. This also ensures Year 3 staff are able to take the learning forward as appropriate for the children.

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 enabling 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

Leadership and Management

Each Key Stage 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 Management Team on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.