



Transition Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	March 2023	
To be reviewed	March 2025	

Queniborough C.E. Primary School Vision Statement

*With **JESUS** at our side, We **ACT** with a sense of right and wrong.*

*We show **LOVE** by being kind to everyone.*

*We **WALK** through each day with modesty in all we do.*

TRANSITION POLICY

Defining The Terms

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Aims of the Policy

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 addresses issues of planning and assessment as well as classroom organisation and teaching styles.

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.

Principles That Underpin the Policy

- approaches to teaching and learning are harmonised at the point of transition
- planning is based upon assessment information/APP grids from the previous class /setting
- styles of teaching and learning meet the needs of the children and 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

Continuity of Teaching and Learning

At Queniborough C.E. Primary School, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Queniborough's teachers and staff from other settings.
- Individual tours offered to all incoming parents and children
- Parents of prospective EYFS children are invited to a meeting in the Summer Term prior to their child starting school to talk through the transition process
- Parents receive an 'information pack' with information about the school
- Teachers and EYFS staff conduct visits to children in pre-school settings
- Prospective FS children have visits to the school during the term before they start, to become familiar with their new school and setting
- All settings sending children to Queniborough send the child's Progress Summaries to Queniborough
- The Foundation Stage staff are always available before and after school to chat to parents.
- They are proactive in talking to parents about issues that may arise with individual children.

Transition from the Foundation Stage to Y1

- The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage
- The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas.
- Although Year 1 is the first year within which the NC is followed, we continue to

develop the independent learning skills established in the Foundation Stage.

- Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Foundation Stage into KS1:

Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well being and development of the child

Once transferred to Year 1:

Most children will begin to be assessed within the Year1 framework but some children may be assessed against P levels if deemed appropriate.

Transition in subsequent years throughout the school

- Teachers meet in summer term to discuss individual children.
- Annual tracking of children's progress through O track and Key Stage SATs. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies and Super Learning Day opportunities where children throughout the school mix together
- Teachers meet to discuss individual children's progress as they move from class to
- Class
- 'Early intervention' policy for SEND children.
- Transfer of records: IEP's, Assessment Folder etc.
- Whole school transition afternoons in June- parents given opportunity to meet new teacher

Children joining at other times

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and/or SENDCO
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENDCO.

Y6 to Y7

- The Y7 tutors from secondary schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer
- Formal meetings take place between the Year 6 teacher and the Year 7 tutor of receiving Secondary school.
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEND) receive additional support before and after transition

Transfer provision for pupils to secondary school

- Parents invited to Introductory Evening at receiving schools
- Y6 children attend their prospective secondary school for 2 Transition Days during the summer term
- Other activities provided at WVA throughout the year