

St John the Baptist Church of England (VA) Primary School



Loving learning, Building
Community, Growing in faith

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy

Review

This policy was reviewed by the Standards Committee in April 2024 and will be reviewed every 3 years.

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Signed: Jill Carr, Chair of Governors

Introduction:

The Governing Body of St John the Baptist Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition at the school, throughout his or her seven years here, and beyond into secondary school.

Aims of this Policy:

Entering a new situation (a new classroom and a new teacher) can be a stressful time and some points of transition e.g. moving key stages, can be especially challenging for some pupils due to the change of building, a more formal classroom approach and larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

We aim for transition periods that:

- Promote the smooth transition of children throughout their seven years at St John's and beyond.
- Prevent and alleviate stress.
- Promote continuity of teaching and Learning.

Transition principles on which we operate:

- The collection of information prior to the children starting at our school will be in co-operation and partnership with parents/carers, existing school, or nursery staff, receiving staff and, if age-appropriate, with the child themselves.
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. routines, interests, family unit.
- Relevant medical information alongside any additional needs is considered.
- Timescales for transition are variable to meet the individual needs of the child.
- Other relevant information e.g. social and emotional concerns, special educational needs, and disabilities
- Safeguarding information (all compliant with the Data Protection Act) will be shared on a 'need to know' basis

Transition into Early Years

At St John the Baptist Primary School we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Early Years staff meet with some of the pre-schools or parents/carers in the summer term prior to the children starting school. Due to our intake not being in a catchment area children come to the school from many pre-schools across Leicester therefore we cannot get to them all. The Early Years teachers observe some of the children in their pre-school settings or homes and we invite the children to join us for sessions in the summer term. Early Years teachers and the Early Years Leader may carry out home visits during the autumn term.

In placing children into classes staff take into account gender, birth term, SEN and EAL to ensure that there is balance across the classes.

As the children prepare to enter KS1 the Early Years teachers meet with the Year 1 teachers to discuss the end of year data within a Transition Meeting in order to ensure a smooth transition into Year 1. The Early Years staff then organise the classes for year 1. This could be whole class moves, or if appropriate based on what has been learnt about the children during the year, then they can be

reorganised.

Class to Class

Throughout the child's time at St Johns Primary School, smooth transition from class to class will be encouraged by:

- Children being encouraged to share good work with the teacher of their 'next class.'
- Teachers meet in summer term to discuss individual children in new classes.
- One formal visit for a morning to new class and new teacher in July.
- Class behaviour and expectations set by class teacher immediately in the Autumn term.
- Parents/Carers may be invited to their new class with their child to meet their new teacher/s and find out about class routines and curriculum in the beginning of the Autumn term.
- The production of a Transition Booklet for those children who find transition difficult. These consist of photographs of their new class teacher and a number of images of their new environment. These are produced in readiness for the summer holidays so that these children have access to them over the long summer break.

Across most year groups classes usually remain together. Under certain circumstances there may be the need to regroup the classes. Where classes are being reorganised class teachers in the current year will re-organise the classes to include a balance of genders, abilities, and needs. New class lists are then published before the transition morning. These classes are non-negotiable, unless there are exceptional circumstances, as the teachers will have considered all facets and placed the children in the class that they believe will best suit them.

Transfer of records:

To help with transition between classes, the teachers ensure that key documents are passed on.

These documents include:

- Behaviour records e.g. risk assessments and Behaviour Support Plans
- Current attainment groupings
- SEND information

All the child's books are passed up to the next teacher and kept for the next half term in case of an inspection visit that required previous work history.

Children joining the school.

- Individual or group tours are offered to all incoming parents/carers and children.
- Time for the child to spend time with current class is offered, if circumstances are appropriate, to help them get acquainted with their new surroundings.
- Parents/carers receive a 'Parents/Carers' Pack' with information about the school.
- Where appropriate new children are assessed quickly by the class teacher
- A 'buddy' identified by the class teacher to help the new child to integrate
- Records from previous school made available to class teacher.

Primary (Key Stage 2) to Secondary (Key Stage 3):

Year 5 pupils are offered the following to begin the process of secondary transition:

- Parents/Carers and children are encouraged to attend Open Days and Evenings; children's absences are authorised.
- Children are encouraged to attend sporting, music and other enrichment sessions at secondary schools.
- Where possible children are encouraged to attend events at the various High Schools as and when offers come through.

Year 6 pupils are offered the following as part of the process of secondary transition:

- Office staff are available to discuss the secondary school application procedure.
- One day visit for pupils to new secondary school, usually held in late June or early July.
- Some schools offer additional visits for identified pupils on class teacher or SENCO referral.
- Year 6 teacher completes a profile of assessment and transition needs for each child to pass onto secondary school.
- Identified children (SEND) receive additional support before and after transition.
- Transfer of pupil records to secondary school.
- The Year 7 tutors from most secondary Schools visit Year 6 children to meet the children and discuss their thoughts and concerns ahead of transfer.
- SENCO meets with Secondary colleagues where appropriate to pass on important SEND information which may have an impact on planning and resourcing.

Equal Opportunities

We recognise that for some children, transition may be a stressful period of time that can impact on their progress. We will therefore ensure we identify those children requiring specific individual support at an early stage and that the receiving teacher is made aware of this.