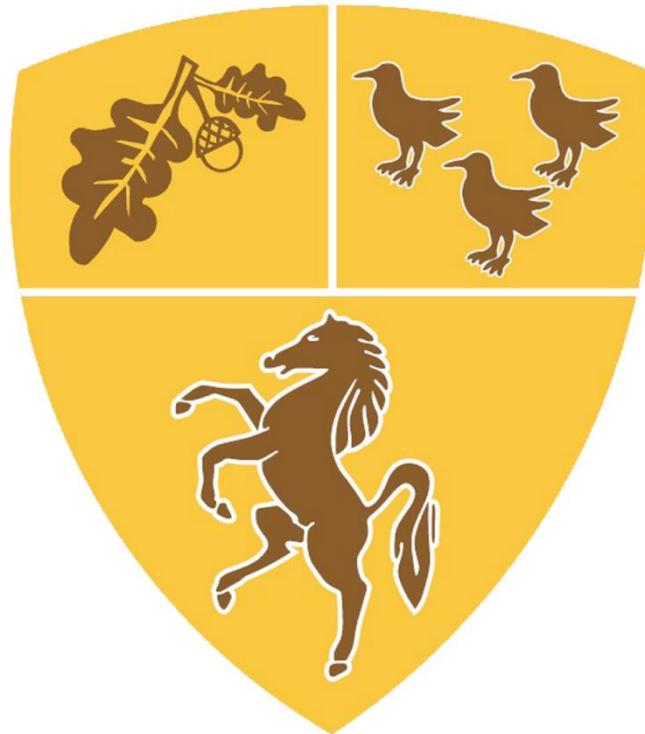


BLEAN PRIMARY SCHOOL



Transition Policy

Policy Review Date: October 2021

Headteacher: Mr I Rowden

Chair of Governors: Mr Hugh Samuelson

Date of Next Review: November 2023

Class Organisation and Transition Policy.

This policy sets out how we organise the classes at Blean Primary School and how we manage the various transitions that pupils encounter. Blean Primary School has an annual intake into Reception of 60 pupils. This intake figure means that we are a 'two form entry' school.

Class Organisation

In the organisation of classes we have two main aims, both of which are underpinned by levels of well-being and involvement of all our children. The first is to support pupils to develop their full potential in terms of knowledge, understanding and skills connected with the National Curriculum Subjects. The second is to develop knowledge, understanding and skills connected with life-long learning by contributing to the school, wider community and living in a complex society; such as working better together in groups, gaining confidence, helping each other, and learning to work with and live with people of different backgrounds, views, attitudes and abilities. At Blean School we consider that there are advantages for children changing classes and that any re-organisation should be a positive experience. It gives children the opportunity to meet and learn with others and to make new friends and to adapt to change. Children have many opportunities to work across the year group collaboratively and to socialise at recreational times.

When children enter our Reception Classes our teaching staff take into account all available information from parents, pre-school settings and outside agencies (if applicable), which includes our staff visiting pre-school settings to meet the children to formulate two classes. As far as we are able, two comparable classes are created. The placing of twins is discussed with their parents.

At Blean Primary School we reserve the right to mix the classes at the end of Year R, 2 and 4. In some cases, for example if we have a number of new children join the school, we may need to mix the classes again at the end of the year.

It is the responsibility of the Headteacher to manage the organisation of classes. Each year the Headteacher and teaching staff will consider the whole school roll, year group and class numbers, staffing and continuity of learning.

A number of aspects are taken into consideration when re-organising classes such as: the spread of abilities, any imbalances in gender, cultural backgrounds, maturity as well as friendships and learning groups. Children will be asked who they enjoy playing and learning with as part of this process. We recognise that the preservation of friendship groups is important, but it sometimes cannot be reconciled with all the other factors under consideration. We hope that parents will adopt a positive attitude to any re-organisation.

Staff will support children fully in this period of change by organising transition activities with newly formed classes. Children will have the opportunity to meet and spend time in their new classes before the end of the summer term.

In Year Admissions

Parents/Carers can apply to transfer a child to the same year group in a different school through completing and returning an 'In year common application form'. (Please refer to the school's admission policy for more details).

When we have a new admission we invite parents and pupil(s) to visit the school to discuss arrangements for a smooth transition. Pupils who arrive in-year will be allocated a class that is within their year group by the Headteacher. As every in-year arrival has different circumstances, each case is judged on its individual circumstances at the time but every effort is made to maintain parity in sizes of classes and that classes are similar in gender, abilities and season of birth. SEN or specific behavioural considerations will be taken into account. Transition and induction is managed carefully and we have clear procedures for this in school.

We will offer:

- Individual tours offered to all incoming parents and children.
- Time for the child to stay with their new class to help get them acquainted with their new surroundings.
- Below is the orientation checklist to be used for casual admissions.

Orientation Checklist

Please ensure the child and parent is made aware of and has explained to them the following;

	Tick	Date
Tray space		
Peg space		
Toilets- those being used at different times of the day		
Good to be Green Rewards and behaviour expectations Worry Box		
Home learning		
Reading books and record keeping		
Use of contact book		
Lunchtime procedures and seating		
Establish a buddy		
Discuss end of day and morning arrangements		
Tour of the school		
Location of sibling(s)- if appropriate		
Knowing their house		
Computer Log in		

Transition

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

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.

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.

Year R to Year 1 Transition

At Blean Primary school we are committed to the Early Years Foundation Stage curriculum. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. The transition from Reception to Year One is managed in a planned way, taking into account the needs of the young learner. We believe that the best practice is to view learning as a continuum, and we must ensure that the transition between Reception and Year One is both smooth and appropriate to our children's needs, taking into account the EYFS curriculum and the National curriculum. At the end of the Reception year, the children in the EYFS Unit are re-organised into two classes for Year One.

Please refer to the EYFS policy for more information.

Transition from Year 6 to Year 7

In order to support pupils as they transfer to Secondary school, the following arrangements are in place.

- Year 5 teachers and a member of SLT meet with parents in June to discuss the Kent Test procedure.
- Year 6 teachers meet Year 5 parents at end of summer term to discuss the secondary school transfer procedure. Year 6 teachers and the SENCO are then available throughout the year to support and discuss the application process.
- Children are encouraged to visit Open Days at secondary schools around October time.
- All children attend a Year 6 Induction day at their secondary schools in July.
- Vulnerable children attend extra transition days organised with individual secondary schools. Blean staff accompany children and assist in compiling 'transition books'.
- Year 6 teachers meet with Year 7 representatives to discuss each child attending their secondary school.
- Year 6 teachers complete transition forms for individual/vulnerable children.

- SENCO meets with secondary school SENCOs to discuss our SEN/vulnerable children.
- As part of Year 6 PSHE sessions the children discuss their thoughts/concerns about moving onto secondary school.
- Stagecoach Bus Company visit to talk to Year 6 about travelling by bus.

Transition between year groups within the school.

In order to facilitate a smooth transition from one year group to the next we will:

- Have at least one ‘shuffle up’ session where all the classes go to their next classroom and teacher. This session will be used for the pupils to get to know their new room and teacher.
- Arrange times for year groups who are being re-organised to learn in their new class groups during term 6.
- Run an open evening where parents can come and see their child’s next classroom.
- Send an ‘all about me’ homework sheet to all pupils, including space for parents to comment.
- Encourage pupils to write to their new teacher.
- Create Social Stories, where necessary, for pupils who are vulnerable at transfer.
- Arrange pre-meetings including the parents, child and new teacher (and current teacher and/or SENCO where appropriate) for pupils who are vulnerable at transfer.
- Arrange meetings for class teachers to hand on information to the next teacher
- Arrange meetings for TAs to hand on information to the next TA.
- Hold a ‘Meet the Teacher’ session after school in the first weeks of September (July for Year 6).

Information handed onto the next teacher (where appropriate)

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| <ul style="list-style-type: none"> • Provision map file • A relevant assessment file • Green Step assessment file in alphabetical order. Lever arch for English and smaller A4 for Maths. • Email an empty class list • Word vocabulary books (if appropriate) • SEN files to next teacher and aids eg sloping desks /fidget cushions • Welfare file • Art skills books • List of readers and their levels • Phonic tracking • Gap analysis information • Year 1 phonic screener information |
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