

Hollinhey Primary School



Transition Policy

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INTRODUCTION

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Hollinhey Primary School.

AIMS

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

EQUAL OPPORTUNITIES AND INCLUSION

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

PRINCIPLES

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information 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 / class.
- 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.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

Context

This policy is designed to provide a carefully planned and thought through transition practise for all transitions from the PVI (Private, Voluntary and Independent) sector into maintained provision, from EYFS into Key Stage 1, from Year group to Year group, Key Stage 1 into Key Stage 2 and finally Key Stage 2 into Key Stage 3. When the term pre-school is used it is the definition for any setting or childminder that is providing care and education for a child in the term before the start the first year in school.

“For many children the change of setting and sense of moving on acts as a stimulus for development but if they find this change too abrupt there is a risk that the child will regress” (Bennett, J 2007).

To ensure that children feel secure, confident and in a position to tackle new challenges ahead it is key that we support the child and family settle into their new environment. The transition process needs to be considered as just that, a process, not a one off event. Therefore it will be given the time and importance it deserves.

“The effectiveness and quality of programmes depends largely on communication and collaboration between all people involved in the process” (Margetts, K 2004)

Parents play a key role in supporting their child to feel comfortable with the transition process. It is important that children and parents are given opportunities to familiarise themselves with the school environment so they can start building relationships with the key members of staff. Parents and carers need to have clear information about what will be happening and what their role will be in the process.

Transition from Pre-school and transition from PVI Sector into EYFS

Sutton St. John's Pre-School is located on the same site as Hollinhey Primary School to which most children make their next transition. Although the Pre-School is independent from the school, it does foster close ties and the Pre-School Leader has positive relationships with the teaching staff. Positive relationships are formed between the pre-school and the EYFS/ Key Stage Lead making visits to the Pre-School sessions so she is a familiar face to the children when they visit the school. However we do take children from a range of different providers.

Below is a list of a variety of elements that build up to be the Transition Process;

- Preschool children are invited to watch productions etc. throughout the year
- Once school places have been confirmed parents will be notified of an Open Evening, which is an opportunity to have a look around the classroom and outdoor area, meet the EYFS staff, and be informed about the curriculum as well as information about school procedures. Parents will receive an information pack with paperwork to be completed and returned before the end of the summer term.
- A variety of stay and play, story time and lunchtime transition activities will be arranged and shared with parents.
- EYFS teacher will make contact with all preschool providers with children moving to the setting to arrange time to meet the children in their setting and arrange settling in sessions (in groups if possible).
- EYFS teacher to provide clear transition information to all preschool providers so that they are aware of what happens at the beginning of the new term and then they can provide extra support for the children and families.

Information sharing

A key element of effective practice is to make visits to the pre-school settings to meet the children, and discuss formative evidence and children's progress with their key person. This provides an on entry assessment picture to enable continuity of learning to be planned for. At Hollinhey we will also do the following

- The EYFS teacher will visit preschools to visit the children in their setting.
- Meetings will be arranged with Preschool Staff, the school SENCO, EYFS Staff and the parents of children with Additional Needs. Any children who have been identified as having additional needs will require a more rigorously planned transition and possibly an Action For Inclusion Plan.
- The Preschool lead will arrange a meeting with the school's designated Safe Guarding Lead to discuss any concerns or issues which can then be disclosed to the EYFS teacher.

Transition from EYFS into Key Stage 1

The EYFS guidance states that children are entitled to a curriculum that is relevant, one that builds on their interests and what they already know, understand and can do. A child's learning journey as they move into Key Stage 1 needs to be continuous and flexibly tailored to their individual needs.

The transition between the EYFS and Year 1 should be seamless. EYFS practitioners and Year 1 teachers should work together to ensure that children's learning experiences in EYFS prepare the ground for their move to Year 1. It is important that Year 1 builds on the successful principles and approach encapsulated in the EYFS.

The EYFS and Year 1 teachers will meet in the second half of the summer term to discuss the EYFS Profile (Summer 2017 may be the last year the EYFSP is completed so in the future other provision will be made). This information alongside a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning will provide the Year 1 teacher with the information that they need to be able to plan an effective, responsive and appropriate curriculum that will meet the needs of all the children.

During the second half of the summer term the EYFS children will have the opportunity to have free flow access to the Year 1 classroom (at times agreed by both the EYFS and Year 1 teachers) to allow them to familiarise themselves with the classroom in action and be 'mentored' by the current Year 1 children in accessing the various areas of the classroom.

The Year 1 classroom will have continuous provision as does the EYFS class to mirror the environment. At the start of the autumn term the children will have a balance between adult led activities and continuous provision to ease the children into the new Key Stage and its expectations. This will be phased out as the year progresses.

There are many effective features of good early year's practice that can be continued into Key Stage 1 such as; a curriculum that is relevant to the child, planning from the children's needs and interests, first hand experiences, active learning, extended learning opportunities outside, organisation that allows independence and continued partnership with families and carers. Involving and sharing information with parents is an on-going expectation especially at this point of transition as it underpins good practice and the continuation of relationships established in the Foundation Stage.

Whole school transition Day

Children will have an opportunity to spend a lesson with their new teacher towards the end of the summer term in order that they familiarise themselves with their new classroom, routines and teacher.

All classes move on the same day.

Those children who are in pre-school on the transition morning will visit the EYFS class.

In the summer term a transition newsletter is sent out to the parents of children in Year 2 who will be entering Year 3 in the autumn term outlining the changes in the school day for Key Stage 2 children and any other relevant information.

At the beginning of the autumn term class teachers send out a information letter and homework letter to all children in their class.

The autumn term Parents Evening has a pastoral focus and can be seen as an extension of the transition process.

Towards the end of the summer term staff meeting time will be made available in order for staff from both key stages to meet and pass on and receive relevant information about their new class.

Progress meetings will also be held for staff to meet with the SENCO to discuss children on School Focus Plans and Educational Health Care Plans.

Key Stage 2 to Key Stage 3

Year 6-Year 7

All Macclesfield Secondary School have good links with Hollinhey Primary School. Information about Open Evenings is distributed and the opportunity given to visit the Secondary School during the school day permitted from Summer term Year Five.

Throughout their time at Hollinhey, pupils have opportunities to visit the local Secondary schools to take part in Workshops, Drama activities and Sporting Events.

As Hollinhey is part of The Macclesfield Academy Learning Community then links are stronger than with the other schools; however no child is discriminated due to their choice of transition to Secondary School.

A Transition Intervention group, led by a Hollinhey Teaching Assistant, may be run in the Summer Term for pupils who may struggle coping with the changes in order to alleviate concerns and aid their self-organisational skill.

Data (Attendance, Predicted results, Special Needs, Medical Needs, More Able, Other Information) about the pupils will be compiled and send to the relevant secondary schools when places have been confirmed.

The following events take place in order to ensure a smooth transition from Year 6 to Year 7 at The Macclesfield Academy:

- Regular activities throughout the school are held at The Macclesfield Academy and run by Macclesfield Academy staff or held at Hollinhey and run by Macclesfield Academy staff, e.g. Public Speaking, maths workshops, sports activities, drama, music, etc.
- Hollinhey pupils are invited to participate in evening activities from Year 5 onwards e.g. Harry Potter Evening, visit to Underwater Street in Liverpool.
- A member of the The Macclesfield Academy staff together with a number of ex-Hollinhey pupils from The Macclesfield Academy students visit the Year 6 class in June for a talk about the transition and this is an opportunity for any issues and concerns the Year 6 children may have to be discussed.

- The Macclesfield Academy is invited to Parents Evening where parents can talk about the Academy and its transition procedures.
- Children spend a week in July at The Macclesfield Academy, unaccompanied by Hollinhey staff
- Year 6 teacher will meet with staff from The Macclesfield Academy to discuss data, educational and medical needs, friendship groups and other relevant information.
- The SENCO's from both schools together with the Year Six teacher will meet to discuss children with Special Educational Needs. Extra transition support will be provided for those pupils who need it.
- For pupils who are going to attend the Year 7 Transition Group, additional visits to The Academy will be organised, alongside a meeting between the Year 7 Transition Teacher and the Hollinhey Year Six Teacher and the Hollinhey SENCO. Parents are encouraged to visit the Transition Group during the school day with their child and meet both the SENCO & Transition Teacher.
- Transition Clubs/Summer schools run by The Macclesfield Academy staff are sometimes available.
- All End of Key Stage results are shared with The Macclesfield Academy, including Pupil Reports.
- A Common Transfer Form is sent electronically to The Macclesfield Academy on the last day of the Summer Term.
- All documentation is delivered to Macclesfield Academy after the last day of Summer term and before the start of Autumn Term.
- Staff at Hollinhey are available to offer advice and additional information to The Macclesfield Academy following transition if needed.

The following events take place in order to ensure a smooth transition from Year 6 to Year 7 at other Secondary Schools (including those in the Private Sector):

- Year 6 teacher will have contact with staff to discuss data, educational and medical needs, friendship groups and other relevant information.
- If appropriate, the SENCO's from both schools will discuss children with Special Educational Needs.
- Secondary School staff meet with the children at Hollinhey to discuss any issues or worries they have.
- Children spend transition days at their chosen Secondary School when places have been confirmed, unaccompanied by Hollinhey Staff.
- Children may take part in transition residentials.
- All End of Key Stage results are shared with the designated Secondary School, including Pupil Reports.
- A Common Transfer Form is sent electronically to the designated Secondary School on the last day of the Summer Term.
- All documentation is delivered to the designated Secondary School after the last day of Summer term and before the start of Autumn Term.
- Staff at Hollinhey are available to offer advice and additional information to Secondary Schools following transition if needed.