



Longmeadow Primary School Transition Policy

Policy Agreed	June 201
Date for Review	June 2023

TRANSITION

“is a process, not an event”

OUR VISION

To provide secure transition opportunities to support children’s emotional well-being ensuring this has minimal negative impact.

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 Longmeadow 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 have a positive experience from their individual starting points, with differentiation where necessary.

PRINCIPLES

- Transitions are not overlooked or left to chance, but thought about and planned.
- Effective transition takes time, and is a process rather than an event.
- Staff are allocated appropriately according to the needs of the children.
- There is a professional regard for the information from the previous setting / class, including appropriate time given to meet with other professionals (including within the setting)
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children rather than based on a pre-conceived notion of what typical attainment looks like for the phase / key stage.
- Feedback from children and parents is encouraged and valued.
- Transition motivates and challenges children.

PRACTICE

Transition from Pre-School to the Nursery

- Parents are invited to a ‘New to Nursery’ meeting which is used as an opportunity to introduce parents to staff within the school, including their child’s key worker
- Children receive a preschool visit (observation / information sharing) / phone call for children out of County.
- Parents and children receive a home visit to get to know children in the home environment.
- Children attend a stay and play session prior to them starting in September.
- Parents are invited to a “getting to know” and dining room taster session.
- Staggered induction of children to allow for a smooth settling of the children.

- Parents receive an information pack.
- A 'Passport to Nursery' is given to all children before they start at the school.
- Nursery children make a 'What happens in Nursery?' book for the next Nursery class.
- In the summer term, contact is made by the SENCo/EYs Leader to pre-school settings. They will discuss the HFL transition level of need and identify whether a child is Intensive, Personalised, Targeted or Universal.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.
- Transition workers from the Family Centre / DSPL2 are involved where necessary for vulnerable families / children.
- Early Years Leader follows up on any children school receives no information from.
- Teaching staff pass **EVERYTHING for one high, one middle, one lower attaining child, from each class to their Phase Leader. This is for Ofsted purposes.**

Transition from Nursery to Reception

- Parents are invited to a 'New to Reception' meeting which is used as an opportunity to introduce parents to staff.
- All children and parents have a stay and play session at school.
- Parents are invited to a "getting to know" and dining room taster session.
- Parents and children new to the school receive a home visit.
- Parents receive an information pack.
- A 'Passport to Reception' is given to all children before they start at the school along with a 'School Ready' flyer.
- Children new to the school receive a visit (observation / information sharing) to their previous setting or phone call for those out of county.
- Children attend a full day in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment.
- Children have a staggered entry into Reception to introduce them to the dining room.
- All Reception staff stay with their children in the dining room from 11:35am-12:00pm for the first half-term; after that, one member of staff, from 11:35am-11:45am to settle them into lunch.
- During summer 2 of Nursery, all children are free to explore the Reception classrooms as part of Child Initiated Learning Time, allowing them to familiarise themselves with their new learning environment.
- In the autumn term, the provision builds on children's independence and how to be independent within their new classroom.
- Children make a 'What happens in Reception?' book for the next Reception class.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.
- Parents are invited to record both theirs and their child's feelings on the transition form sent home.
- Learning support evidence for SEN is held by the SENCo and made available to next teacher.
- Nursery children spend time jointly with Reception children during child initiated learning time to familiarise them with the Reception learning environment.
- Children come to their new classroom at the end of the school day in summer 2, to hear a story.
- Handover meetings are held in summer term.
- Joint moderation completed between Nursery and Reception staff.
- Teaching staff pass **EVERYTHING for one high, one middle, one lower attaining child, from each class to their Phase Leader. This is for Ofsted purposes.**

Transition from the Foundation Stage to Year 1

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school, meet staff and receive an information pack (this is done by Phase Leader).
- Parents are invited to a 'New to Year 1' meeting which is used as an opportunity to introduce parents to staff.
- Children complete a piece of writing that is relevant to their interests. This piece of writing will create the first display in their new learning environment. This will also create the first page of their English book.
- Children attend full day in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment.
- In the autumn term, the provision links to the provision in the early years whilst matching the needs, interest of the cohort and meeting the needs of the National Curriculum.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term. A video will be played to the children demonstrating the procedures.
- Children will be played a video from their new teacher at the end of the school day for the last 2 weeks in summer 2, to hear a story.
- Handover meetings are held in summer term.
- Learning support evidence for SEN is held by the SENCo and made available to next teacher.
- Joint moderation completed between Reception and Year 1.
- Teaching staff pass **EVERYTHING for one high, one middle, one lower attaining child, from each class to their Phase Leader. This is for Ofsted purposes.**

Transition from Year 1 to Year 2

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school, meet staff, and receive an information pack.
- Parents are invited to a 'New to Year 2' meeting which is used as an opportunity to introduce parents to staff.
- Children complete a piece of writing that is relevant to their interests. This piece of writing will create the first display in their new learning environment. This will also create the first page of their English book.
- Throughout Year 1 there are staggered changes to provision, based on the needs of the cohort, to ensure a smooth transition to Year 2.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term. A video will be played to the children demonstrating the procedures.
- Children can write questions for Year 2. They will get the opportunity to have these answered by their new class teacher.
- English & Maths books and guided reading records are passed up from Year 1 to 2. Children continue to work in these books. A marker stating "I am now in Year 2" is added.
- Handover meetings are held in summer term.
- Learning support evidence for SEN are held by the SENCo and made available to next teacher.
- Joint moderation completed between Year 1 and Year 2.
- Teaching staff pass **EVERYTHING for one high, one middle, one lower attaining child, from each class to their Phase Leader. This is for Ofsted purposes.**

Transition across KS2:

- Parents and children new to the school receive a home visit.

- Parents and children new to the school visit the school, meet staff, and receive an information pack.
- Parents are invited to a 'New to Year ____' meeting which is used as an opportunity to introduce parents to staff.
- Children complete a piece of writing that is relevant to their interests. This piece of writing will create the first display in their new learning environment. This will also create the first page of their English book.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term. A video will be played to the children demonstrating the procedures.
- Children can write questions for their new year group. They will get the opportunity to have these answered by their new class teacher.
- English & Maths books and guided reading records are passed up. Children continue to work in these books. A marker stating "I am now in Year _____" is added.
- Handover meetings are held in summer term.
- Learning support evidence for SEN are held by the SENCo and made available to next teacher.
- Joint moderation completed between year groups.
- Teaching staff pass **EVERYTHING for one high, one middle, one lower attaining child, from each class to their Phase Leader. This is for Ofsted purposes.**

In year admissions from Nursery to Year 6

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Parents and children new to the school receive a home visit, where slides from the relevant 'New to Year _' Meeting are shared.
- Previous setting contacted for all pupils.
- Children with SEN, SENCo contacts previous setting and may visit to receive information.
- Records from previous setting made available to class teacher and SENCo.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.
- Where appropriate, an EAL baseline assessment is conducted and provision planned based on individual needs.

Handover Meetings:

Handover meetings are held in summer term. The following information should be passed on/made available to the next teacher:

- Children's attainment levels / Herts Steps information
- Appropriate highlighted Steps sheets or moderation materials / TAFs
- Reading book band colour / Accelerated Reader range
- Inclusion Files (for specific children) – including LSPs / Provision map / IRMP / Intervention monitoring sheets should be discussed explicitly and viewed by all relevant staff
- Medical records – generated from SIMS by school office
- CPOMS overview sheet, with access to more detailed chronologies via the phase leader
- Writing books – continue to work in
- Maths books – continue to work in
- Class summary sheet
- **HOLD ON TO EVERYTHING for one high, one middle, one lower attaining child, from each class. This is for Ofsted purposes.**

Children leaving from Nursery to Year 6

- Senior Leadership team are made aware of reasons for leaving and will meet or contact with parents as necessary to address any issues. SLT to complete 'Leavers Discussion Chart' held in SLT > Attendance folder.
- All records are passed on within 2 weeks including safeguarding records, in line with the school's safeguarding policy. Forms are signed and held by school.
- Children with SEN – information shared by phone or through a visit from the SENCo if transferring settings locally.

Transition from Year 6 to Year 7

Summer of Year 5	Autumn of Year 6	Summer of Year 6
An additional transition support meeting with the School Family Worker is offered to parents in the summer term of Year 5, in preparation for starting Year 6 and choosing secondary schools.	Children attend virtual opening evenings. Children choose their secondary schools.	Children access their secondary school transition works remotely. Children work on a transition unit of work. SENCo arranges extra visits for vulnerable children SENCo prepares SEN records for transfer. Class teachers and SENCo meet staff of receiving secondary schools. End of year reports and attainment classified via HFL Transition Activities results sent on to secondary schools. Common transfer files completed and sent to secondary schools. Relevant child protection files are transferred on.

Children moving families

- The DTCLA to work alongside social worker to implement their transition plan e.g., to host meetings between prospective adoptive parents and school staff.

Vulnerable children

- Children with specific medical or educational needs have individual transition plans. These are organised by classroom staff, with support from the Inclusion Team.
- Vulnerable children in Y6 will be identified to be part of the ESC transition program.

Getting your classroom ready for the end of the year:

It is important to be respectful of our colleagues when we leave a classroom at the end of the year. The way we get our classrooms ready to leave can impact on children's feelings regarding transition. I.e. taking displays down too early can make children feel they are no longer welcome in their classroom. It can also

leave the incoming teacher with a lot of work to do if we just up and go. Please see Appendix 1 of the policy for a checklist of expectations for how to get your classroom ready at the end of the year. These will be handed in to your phase leader at the end of the year.

REVIEW

The Governing Body will review this policy in line with its annual cycle of review.

APPENDIX ONE – Getting your classroom ready at the end of the year – Checklist

Expectations for the End of Year			
Expectation	To be completed by	Completed	Checked by (Phase Leader)
Classrooms are completely de-cluttered: <ul style="list-style-type: none"> - <i>Personal items removed</i> - <i>Old / tatty resources thrown away</i> - <i>Files not displayed</i> - <i>Children’s books sent to new class</i> - <i>Children’s personal items sent home</i> - <i>Rubbish removed</i> 	Beginning of last week of term		

<ul style="list-style-type: none"> - Children's work sent home - Drawers cleared out / or only to contain appropriate items 			
Cupboards Tidy: <ul style="list-style-type: none"> - All personal items removed - Old resources thrown away - Any curriculum resources to remain within the classroom and stored neatly with a label - Any files / boxes to be appropriately labelled - Cupboard to look neat and tidy for incoming teacher 	Two weeks before end of term		
All classroom boards stripped: <ul style="list-style-type: none"> - All backing paper removed - All staples removed from boards - All work sent home - All interactive areas free of resources and children's work - All resources packed away in appropriately labelled drawers 	NB – Do not strip any boards until 3 days before the end of term PLEASE also complete this for boards outside your classroom in the corridors that belong to your year group.		
Cloakrooms: <ul style="list-style-type: none"> - Clear all items out of cloakrooms - Send personal items home with children - Any leftover items to be put out in lost property over the last week of term and then thrown away on the last day of term 	Throughout the last week of term		
Outside Areas: <ul style="list-style-type: none"> - Move any relevant items into storage - Use tarpaulin to protect items where possible - Remove and discard any broken or weather damaged items - Ensure items are stored in correct , labelled place 	Throughout the last week of term		

<u>Example Activities For Transition Day</u>
<p>Come up with and create ideas for new classroom display.</p> <p>Have circle time to discuss feelings.</p> <p>Discuss the layout and design of your classroom.</p> <p>Team building activity eg Commando Jo's.</p> <p>PE lesson.</p> <p>Complete passport.</p> <p>Take lots of photos of the children.</p> <p>Discuss your class behaviour system.</p> <p>Have a picnic lunch with your class either inside or outside.</p> <p>Find out the interests of your class.</p> <p>Make a class video.</p>