

St John Bosco Catholic Primary School

Primary Transition Policy

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Statement of intent

At St John Bosco Catholic Primary School, we understand the importance of the transition process for both pupils and their parents/carers and, as a result, the school is committed to providing a smooth transition for all pupils when between settings, year groups and key stages.

The school has created this policy in order to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents/carers, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents/carers in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records etc., which will enhance the effectiveness of the transition process.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Definition

- 1.1. For the purpose of this policy, “**transition**” is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

2. Transition into nursery

- 2.1. Parents/carers who have expressed an interest in the nursery are invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.
- 2.2. Children from local pre-schools are invited to attend play sessions at the nursery in the Summer term.
- 2.3. The nursery teacher attends a number of visits at local pre-schools to meet the children due to join the nursery and liaise with the pre-school manager.
- 2.4. The nursery teacher also contacts previous settings in an attempt to share learning records and obtain any information about children, particularly those with special educational needs and disabilities (SEND).
- 2.5. Children who are set to attend the nursery are invited for a one-hour play session with their parents/carers, in addition to other organised play sessions, during the term before they are due to start.
- 2.6. For the first two weeks during the start of the term, children attend nursery in smaller groups of 10 to support children’s individual transition needs.

3. Transition into Reception

- 3.1. Nursery children work with the Reception class at various times throughout the year for different events, such as the Christmas play, harvest celebration and singing.
- 3.2. Nursery and Reception children share an outdoor area during break times, and integration between classes is encouraged.
- 3.3. During the Summer term before entry to Reception:
 - Joint activities are organised for nursery and Reception children.
 - Nursery children spend a series of sessions in the Reception classroom with the Reception teacher and teaching assistant.
 - Nursery children are allowed time to explore the main school building supervised by a member of staff.
 - Some lessons take place in the main hall to allow children to experience different parts of the school.
 - Nursery children attend some of the shorter assemblies in the main hall.
 - Nursery children have snack time in the lunch hall several times to reduce anxiety over lunch time.

3.4. Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes, and provide these to the Reception staff.
- The nursery teacher will advise the Reception teacher on favourable groupings for children.
- Parents/carers have the opportunity for an information session with the headteacher, and the opportunity for an information evening with the child's Reception class teacher.

3.5. During the first term:

- Children will stay in school until lunchtime; after two weeks, Reception children will attend for the full school day.
- Reception classes follow the same routine as nursery as much as possible, for at least the first few weeks and often for the whole first term.
- Children only work with their key worker in Reception, and gradually begin to work with other adults as the term progresses.
- A parents' evening is held to provide parents/carers with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

3.6. Throughout the year, parents/carers are encouraged to share any information, concerns, or successes with staff.

4. Transition into Year 1

1.1. During the Summer term, prior to entry into Year 1:

- Reception children begin to join the main school on the playground during break and lunch time, supported by a member of Reception staff.
- Reception children begin to attend assemblies with the main school, additional to special assemblies throughout the year.
- Reception classes adopt a modified timetable similar to the Year 1 experience.
- Reception children have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and teaching assistant.
- Reception children begin to attend more whole-school activities.

1.2. Prior to the children entering Year 1:

- Reception teachers complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings are all passed on from the Reception teacher to the Year 1 teacher.

1.3. During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, remains similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children continue to be assessed on the early years foundation stage (EYFS) profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the foundation stage and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually.

5. Transition into other years

5.1. Pupils will attend weekly whole-school sharing assemblies throughout the year, and will engage with other teachers and pupils.

5.2. During the Summer term prior to entry into the following year group:

- Pupils will spend afternoons and mornings in their next class with their new teacher.
- Pupils will be encouraged to share their good work the teacher of their next class.
- Teachers will meet to discuss their next class and specific children, such as those with SEND.
- Previous class teachers will advise new teachers of favourable groupings for children.
- Teachers will meet to discuss pupils' progress from previous years, and will set learning targets for individual pupils across all of the subjects.
- Learning journals, phonics assessments, examples of writing, parent consultation records, and suggested pupil groupings are all passed on from the teacher to the new teacher.

5.3. During the first term, the timetable will be kept similar to the previous year group's timetable, and new ways of learning, as well as teaching, will be introduced gradually to allow pupils to adjust to the changes.

5.4. Homework will be restricted to one task per week during the first term, in order to avoid pupils' feeling overwhelmed by new work.

5.5. A parents' evening will be held during the first term to provide parents/carers with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns

6. Transition from Year 6 to Year 7

- 6.1. St John Bosco Catholic Primary School is a feeder school to a local secondary school, Stuart Bathurst.
- 6.2. Teachers from the secondary school will visit the school to deliver assemblies and lessons in specific subjects, e.g. PE.
- 6.3. Year 7 teachers from the secondary school will meet with Year 6 teachers and the headteacher to discuss individual pupils, such as those with SEND, and any challenging pupils.
- 6.4. In the meeting with the Year 7 teachers, transition needs for each pupil will be assessed, such as whether a 'buddy' system will be necessary, and the secondary school will receive a profile of this data.
- 6.5. Year 6 pupils will attend the secondary school for afternoons during the Summer term.
- 6.6. Year 6 pupils will engage in transition units for English and maths, in accordance with what they will be learning during their first term in Year 7.
- 6.7. All records from the school are passed onto the secondary school as required.
- 6.8. Any children who may require additional support, such as those with SEND, will receive this both before the transition in order to prepare, and after the transition to ensure they are coping well.

7. Transition into the school from Year 1 to Year 6

- 7.1. Individual tours are arranged for all incoming parents/carers and pupils, and the pupil is offered time to stay with their prospective class.
- 7.2. Parents/carers will receive a 'Welcome Pack', including information about the school and the curriculum.
- 7.3. New pupils joining the school are assessed quickly by their class teacher and other necessary members of staff, such as the special educational needs coordinator (SENCO), to ensure that any additional needs are accommodated for.
- 7.4. A 'buddy' system is established for the pupil; usually, this will involve another pupil from the same class to help the pupil integrate.
- 7.5. Records are obtained from the previous school and are made available to the pupil's class teacher.

8. Monitoring and review

- 8.1. The headteacher will review this policy on an annual basis, taking into account the effectiveness of the identified support for transition, and will make any changes necessary.
- 8.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.