

# Tittensor CE (VC) First



## Transition Policy

**Date of policy:** September 2022

**Review date:** September 2024

**‘All things must change, to something new, to something strange.’  
Henry Wadsworth Longfellow**

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling in to their new learning environment in preparation for future learning and development.

Pupils at Tittensor First School may make several transitions as they move through the school including:

- Transition from home to EYFS
- Transition from EYFS to Class 2
- Transition from Class 2 to Class 3
- Transition from Year 4 to Middle school
- Transition to Tittensor from another school
- Transition from Tittensor to a new school

Each of these transitions is unique with its own challenges and expectations.

### **Aims**

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school, year group to year group, Tittensor to a new school.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child’s education.
- Assist parents in helping their child prepare for school and transition to each new phase.

### **Principles that underpin the Policy**

This policy reflects the principles established within the school’s Teaching and Learning policy:

- Approaches to teaching and learning are similar at the point of transition.
- Planning.
- is based upon assessment from the previous class or setting.

The approach to teaching and learning will meet the needs of the individual classes without preconceived notions of what is appropriate for the key stage:

- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress.
- Transition should be seen as a process rather than event.

- Parents and children should be informed and actively involved within the transition process.

### **Transition from home to Nursery:**

Once a place in the nursery has been confirmed, arrangements for transition are communicated to parents in writing. Families are invited to a stay and play session at which they meet the nursery team and receive further information about the setting and the settling-in process.

New intake children visit school for three further play sessions during the term before they start to become familiar with their new school and the staff that will be working with and supporting them in September.

September intake children start nursery in the first week of the Autumn Term. Children who are new to nursery attend school for their allocated days unless they need a slower transition rate. This is personalised to the needs of the child.

### **Transition from home to Reception:**

Once a place in the reception has been confirmed, arrangements for transition are communicated to parents in writing. Families are invited to a stay and play session at which they meet the reception team and receive further information about the setting and the settling-in process.

New intake children visit school for three further play sessions during the term before they start to become familiar with their new school and the staff that will be working with and supporting them in September.

September intake children start nursery in the first week of the Autumn Term. Children who are new to Reception attend school all week unless they need a slower transition rate. This is personalised to the needs of the child.

Children start Reception in the first week of the Autumn Term.

### **Transition from Nursery to Reception**

Nursery children are generally confident about the move to reception, given they share the classroom and outdoor space and are a part of the Reception Class.

### **Transition from EYFS to Class 2**

Transition from the Reception to Class 2 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.

During the Summer Term, Class 2 teachers spend time in the reception classrooms and outside space with the children they will be receiving. Towards the end of the summer, term children visit Class 2 and take part in two full days of transition activities with their new teacher.

Reception teachers prepare a Pupil Progress Summary, which identifies gaps in children's learning and makes recommendations for interventions that are planned to start in September. Time is given for the EYFS teacher and Class 2 staff to meet to share the EYFS Profile, Pupil Progress Summary and pastoral information.

During the first three weeks in Year 1, children experience a gradual transition from the play-based approach to teaching and learning they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions.

### **Transition from class to class**

All children visit their new classes towards the end of the summer term, spending two days in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.

Transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The class folder is handed over at this meeting, which contains relevant information about the class

including the Pupil Progress Summary, progress and attainment data, SEN concerns, stages of language acquisition and pastoral: wellbeing and health information.

Assessment information on children's attainment, progress and targets is also shared through the handover of class assessment files for Reading, Writing and Maths. The receiving teacher also has access to each child's end of year school report.

The progress of all children vulnerable to underachievement is discussed at Pupil Progress meetings held at the end of the Summer Term. Strategies to accelerate the progress of any pupils identified as underachieving are agreed by the class teacher and Headteacher. These are recorded in the class Pupil Progress Summary which is shared with the receiving teacher at the handover meeting.

Parents have the opportunity to meet the receiving teacher at the school's Open Evening, which is held during the final week of term. This is followed by a meeting with parents during the first two weeks of the Autumn Term, which provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year. A timetable and year group newsletter are shared with parents at, or shortly, after this meeting.

Whilst some activities in the first week of the Autumn term are specifically planned to help children settle in to their new environment and get to know the adults who are now working with them, it is our policy to move to a regular timetable as soon as is practicable in order to maximise the children's learning opportunities.

### **Transition from First to Middle School**

A Middle School Transfer Meeting is held towards the end of the Summer Term for parents of children in Year 4 with their chosen schools. Parents are invited into the Middle schools for a transition meeting.

The Headteacher writes to all Year 4 parents in September to explain the process of applying to a Middle school. This letter includes an offer to discuss the process in further detail, either with the Headteacher.

Once places have been offered and accepted, the school liaises with each receiving Middle school and engages in their transition programme. This is the same at most schools within our area. Meetings take place between the child's class teacher and Head of Year 5 and time is spent on transition projects in the child's new school and visits at Tittensor from Middle School teachers involving transition activities.

The school shares pupil information with the receiving school, including attainment levels and important pastoral information. Pupil records are transferred to the receiving Middle school which will include the child's annual school reports, information about special educational needs and significant pastoral information. Records of safeguarding concerns are also passed on to the receiving school.

In the second half of the Summer Term, all pupils in Year 4 complete a unit of work called 'Moving On Up', which addresses many issues associated with transition including PSHE and citizenship topics such as dealing with peer pressure, personal safety, planning routes to school, etc.

The achievement of the cohort of children leaving Middle school is celebrated through a Class 3 Leavers' Performance to the school community, a special leavers' assembly, a leavers' party (organised by parents) and the traditional signing of shirts and autograph books on the last day. Past pupils are always welcome to come back and visit their old First school.

This policy is available on the school website and a copy of this policy will be available to all members of the school community through the school office.

### **In-year transition to a new school**

The pastoral staff work with children who are known to be moving school during the year. Staff prepare a transition booklet and support children to find out about their new school so that they know what to expect when they move. Class Teacher's contact the new school to discuss the academic and pastoral need of the child. Pre-visit days are arranged too.