



Caldecote Primary School

Transition Policy

July 2020

1. Introduction

For the purpose of this policy, the word 'Parents' is used as a collective noun for parents and carers.

Children at Caldecote Primary School make several transitions:

- Into the Foundation Stage
- From Foundation Stage to Year 1.
- From one class to another.
- From Year 6 to Secondary School.

Each of these transitions is a unique phase which has its own challenges and expectations. We want our children to experience smooth transitions throughout their school journey so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress.

This policy addresses issues of transition at all stages from entry to Caldecote Primary School to entering secondary education. This policy also aims to:

- 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 year group.
- Make a happy transition from home and/or pre-school to school and year group to year group.
- Support all children towards independence and developing 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 with special educational needs.

1.1 Principles that underpin our policy

- 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 preconceived 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.

1.2 Equal opportunities and inclusion

- Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENDCo and may include:

'learning passports', special books, photos of new settings and additional meetings with new teachers/staff.

- 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.

2. Transition from Nursery/Playgroup setting to the Foundation Stage

- Teachers and TAs visit or in contact with feeder playgroups and nurseries to meet children informally (beginning of summer term)
- 'Playdates' with Red class and playgroup school risers to renew and reinforce friendships are arranged
- Teacher meets playgroup staff formally to discuss children/ friendships/ issues in summer term
- Teacher and playgroup staff meet to monitor children throughout the year
- EYFS records passed from playgroup settings and discussed with staff to inform planning etc; school will use these to identify potential groups needing closer monitoring.
- Meet playgroup staff regularly to monitor how their practise impacts on the start of the reception year
- The new intake is split into groups - each group having 2 or 3 opportunities for parents and children to visit the new room, meet teachers and staff
- Meetings for parents to explain about routines of the day, dinners, uniform, etc, and for them to ask questions, then to talk informally afterwards
- Information pack and information evening for parents with practical information and frequently asked questions
- A staggered start for pupils (half days leading to full days over a period of weeks) to allow time for them to familiarise with the setting and routines and for staff to establish positive relationships
- If parents have special concerns, meetings are arranged for them to discuss these within the first few days of school
- Parents are also invited to a formal consultation within the first half term
- 'All About Me' book is given to parents to fill in over the summer holidays

3. Transition from the Foundation Stage to Year 1

- Increase in pace, style and content of learning in Summer Term
- Class involvement in KS1 assemblies and playtimes
- Visits to Blue class to reinforce relationship with new staff team and room for stories etc
- Continuous provision in Blue Class, particularly Autumn term
- Visits by Blue Class Teacher to read stories in Red classroom.
- Special books move up to Year 1
- Class swap visit.

4. Transition in subsequent Years (2 - 6) throughout the school

- Class swap session in new classrooms in the summer term.
- Teachers meet to discuss each child – attainment, friendships, SEN, etc.
- All assessment and SEN documents handed up to new teacher.
- Class rules, expectations and routines are discussed in first week.

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- Old English and Maths books go up to the new teacher.
 - Parents can attend a 'meet the teacher' meeting in the first 2 weeks of the new term.

5. Transition from Year 6 to any secondary setting

- Intake days (and other absences authorised as requested)
- References and meetings with schools as requested
- SENCo prepares SEN records for transfer
- End of year reports and SATs results sent on to secondary schools
- Relevant child protection files are transferred on

Transition from Year 6 to Comberton Village College

- Heads meeting with SLT from CVC – Spring Term
- Y6 teachers meeting with SLT from CVC– Spring term

Summer Term:

- Visit from Head of Y7 for pupils
- Y6 teacher meets with Head of Y7 – discuss transition information for every pupil
- Y6 teacher meets with SENDCO – hand over
- Orientation visits available for SEN children
- English, Maths and Science lessons are given to Y6 by visiting CVC staff
- Transition units of work completed
- Y6 athletics festival
- Sports & other activities amongst cluster schools

6. Children joining the school from Year 1 to Year 6 (this should be read in conjunction with the In Year Admissions Guide

[https://ccc-](https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/In-year%20admissions%20guide.pdf?inline=true)

[live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/In-year%20admissions%20guide.pdf?inline=true](https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/In-year%20admissions%20guide.pdf?inline=true)

- Individual tours are offered to all incoming parents and children
- Time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings
- Buddy system in classroom to help the new child integrate
- New children assessed quickly by class teacher
- Parents receive a Parent pack with information about the school
- Records from previous school made available to class teacher
- Class teacher makes contact with previous school to discuss child

7. Transition in the event of a school closure

If, due to school closure such as the Covid 19 pandemic, face to face meetings or visits are restricted, the school will have the following procedures in place:

Transition into Reception class:

- All information available on the website and as hardcopies
- A letter explaining the timetable or events sent as soon as arrangements can be made
- Virtual meeting with parents to share information and for them to ask questions

- Either virtual 1:1 meetings or outdoor meetings for individual children as needed
- Visits to the setting arranged in very small groups with strict social distancing procedures in place

Other transitions across the school or within-year transitions:

- Virtual 'Meet the Teacher' meetings
- Information about the new class as appropriate
- 1:1 virtual meeting for individual pupils as needed
- Staff within school and between other schools contact and share information as previously

Transition from Year 6 to secondary:

- Information sharing from primary to secondary as previously
- Request additional support for pupils who are on SEND register or who we feel would benefit
- Virtual meetings between pupils and secondary (organised by secondary school)
- School to support any transition work that the secondary schools send to pupils

6. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date: