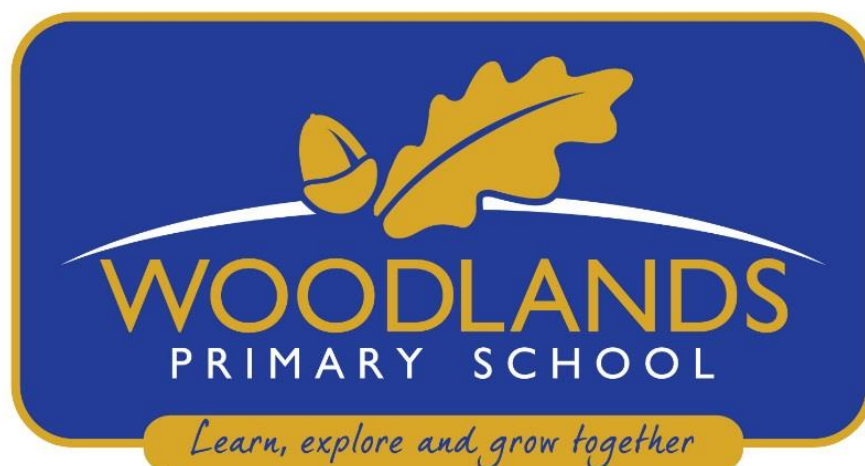


# Woodlands Primary School

## Transition Policy



Written by	Rita Tarrant-Blick
Ratified by Governors	Spring 2022
Date for Review	Spring 2025
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	Yes

This policy has been impact assessed by Mark Burns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

### **Introduction:**

The Governing Body of Woodlands Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition at Woodlands Primary School, through their seven years here, and beyond into secondary school.

### **Aims of this Policy:**

Entering a new situation (a new classroom and a new teacher) can be a stressful time and some points of transition e.g. moving key stages, can be especially challenging for some pupils due to the change of building, a more formal classroom approach and larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

We aim for transition periods that:

- Promote the smooth transition of children throughout their seven years at Woodlands Primary School and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

### **Key principles on which we operate:**

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents / carers, existing staff, receiving staff and, if age-appropriate, with the child themselves
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. routines, interests, family unit
- Relevant medical information alongside any additional needs
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social and emotional concerns, special educational needs and disabilities
- Safeguarding information (all compliant with General Data Protection Regulation (GDPR)) will be shared on a 'need to know' basis

### **Transition into Early Years**

At Woodlands Primary School we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Inclusion Manager and Early Years Leader meet with the pre-schools in the summer term prior to the children starting school. The Early Years teachers observe all of the children in their pre-school settings and we invite the children to join us for three sessions in the summer term. The Early Years Leader, often along with the Pastoral Support Officer, carries out home visits during the summer term and the children are then placed in three classes following these visits.

As the children prepare to enter Key Stage 1 (KS1), the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1.

### Class to Class

Throughout the child's time at Woodlands Primary School, smooth transition from class to class will be encouraged by:

- Children being encouraged to share good work with the teacher of their 'next class.'
- A best piece of writing will be chosen by the child to become the first page of their new English book. This chosen piece of work shows what the child is capable of and reminds them of the quality they were producing in their last year.
- Teachers meet in summer term to discuss individual children in new classes.
- One formal visit to new class and new teacher in July.
- Encouragement of KS1 classes to use the ICT suite so children become familiar with the layout of the Oak building.
- Year 5 classes linking with Year 2 classes; pupils are encouraged to buddy up and summer term activities are held to promote rapport
- Year 2 are encouraged to join Key Stage 2 (KS2) for lunch as the seating arrangements and lunch routine is different to that of KS1.
- Class behaviour and expectations set by class teacher immediately in September.
- Open evening visit in July to new class with pupil and parents / carers to meet new teacher informally.
- 'Meet the Teacher' evenings, held in September to introduce expectations of new class and curriculum.
- The production of a Transition Booklet for those children who find transition difficult. These consist of photographs of their new class teacher, teaching assistant and a number of images of their new environment. These are produced in readiness for the summer holidays so that these children have access to them over the long summer break.

### Transfer of records:

To help with transition between classes, the teachers ensure that key documents are passed on. These documents include:

- The most recent provision map or personalised plan
- Behaviour records e.g. risk assessments and Behaviour Support Plans
- Current attainment groupings
- Special Education Needs and Disability (SEND) information

More documents may be passed on depending on what is needed for each class. All documents are electronic and accessible on the school's server and in individual pupil document folders in the Child Protection Online Management System. These include previous consultation forms or records of meetings with parents if this information should be needed. All staff know how to access these documents.

### Children joining the school

- Individual or group tours are offered to all incoming parents / carers and children.
- Time for the child to spend time with current class is offered, if circumstances are

appropriate, to help them get acquainted with their new surroundings.

- Parents / carers receive a 'Parents / Carers' Pack' with information about the school.
- Where appropriate new children are assessed quickly by class teacher and / or Inclusion Manager.
- A 'buddy' is identified by class teacher to help the new child to integrate
- Records from previous school are made available to class teacher and Inclusion Manager.

### **Primary (Key Stage 2) to Secondary (Key Stage 3):**

**Year 5 pupils are offered the following to begin the process of secondary transition:**

1. Taster days at Hugh Christie, Hayesbrook and Hillview (girls).
2. Parents / carers and children are encouraged to attend Open Days and Evenings; children's absences are authorised.
3. Children are encouraged to attend sporting, music and other enrichment sessions at secondary schools.
4. Parent consultations in June / July for interested parents / carers on secondary school choices (with focus on grammar school selection).

**Year 6 pupils are offered the following as part of the process of secondary transition:**

1. Parents / carers' evening held in September to discuss secondary school application procedure.
2. One day visit for pupils to new secondary school, usually held in late June or early July.
3. Some schools offer additional visits for identified pupils on class teacher or Inclusion Manager referral.
4. Most secondary schools offer a formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school to discuss pupils.
5. Year 6 teacher completes a profile of assessment and transition needs for each child to pass onto secondary school.
6. Identified children (SEND, Children in Care ) receive additional support before and after transition.
7. Transfer of pupil records to secondary school.
8. The Y7 tutors from all Tonbridge Schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer.
9. Inclusion Manager meets with Secondary colleagues where appropriate to pass on important SEND information which may have an impact on planning and resourcing.

### **Equal Opportunities**

We recognise that for some children, transition may be a stressful period of time that can impact on their progress. We will therefore ensure we identify those children requiring specific individual support at an early stage and that the receiving teacher is made aware of this.

Woodlands Primary School upholds its anticipatory duty towards all incoming pupils.

Document History	
Date	Summary of changes
March 2019	Document created
February 2022	Minimal editing changes only - policy content remains relevant.