



KENSWORTH PRIMARY SCHOOL

TRANSITION POLICY

KPS029

TRANSITION

“is a process, not an event”

This Policy covers the how the school works closely with staff, other settings and parents to ensure a smooth transition for all pupils to and from Kensworth Primary School.

Agreed by	The Full Governing Body
Signed	x  Anthony Todd (Chair of Governors)
Date	22 nd June 2017
Next Review Date	May 2019



School Context

At Kensworth Primary School we aim to provide a secure, happy and stimulating environment for all where extended learning opportunities are provided to develop the children emotionally, socially and intellectually.

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 move through and beyond Kensworth Primary School.

Policy 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.
- By following the measures listed in the policy, all children are given the opportunity to experience a similar ease of transition.

PRINCIPLES

- 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 pre-conceived 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.



PRACTICE

Transition from Home/Nursery to Pre-School

- Parents receive an information pack.
- Staggered induction for the children.
- Children are invited to use Pre-school lunch club once they turn 3 years old.
- Children spend a session with their new teaching team (Big book shared 'What to expect').
- A welcome pack is given to all children before they start at the school.
- Parents are invited into the Pre-school for up to an hour on their first day.

Transition from Pre-school to Reception

- Discussions occur between Kensworth's teachers and staff from other settings.
- Individual tours of the school are offered to all incoming parents and children.
- Parents of prospective children are invited to a meeting on the first morning of their first visit to talk through the transition process and the Reception class at Kensworth.
- Parents receive a 'Parents' Pack' with information about the school.
- Prospective children visit school on several occasions during the term before they start, to become familiar with their new school and setting.
- Through observations and the "All About Me" booklet (received by each new starter) a base line record is completed within the first few weeks of entry to the Reception class– this will also highlight the need for any early intervention.

The Reception class staff are always available before and after school to chat to parents – they are proactive in talking to parents about issues that may arise with individual children

- In the autumn term, the provision closely reflects summer term practice in Preschool.
- Towards the end of the Summer term, children who are already in pre-school can come in for "settling in" This allows those leaving reception to show the new children around the class, and gives the new children the opportunity to explore and understand what is expected of them.



Transition from Preschool to 4+ (Reception Class)

- In the term after their 4th birthday children are welcome to join the reception class as 4+.
- Children attend mornings only but will allow for them to have 1 or 2 extra terms in the reception setting before they officially become Reception in the Autumn.
- These children are included into the class and cover the same topics.
- The activities however are differentiated further to cater for their wider ability.
- When the children officially become reception, they have had pre-learning in the class and will be familiar with the surroundings and staff.

Transition from the Foundation Stage to Year 1

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Children write a letter to their new teacher.
- Reception visit the current Year 1 for a shared session towards the end of the summer term.
- Cohort visit new classes and teaching team.
- In the autumn term, the provision closely reflects summer term practice in Reception.
- Year 1 expectations are addressed in the final half term of Reception so that the children are aware of expectations and procedures.

Transition in subsequent Years (1 - 6) throughout the school

- 'Meet the teacher' session for parents in the new classroom at the beginning of the autumn term.
- All 'New to Year ___' welcome visits take place in the summer term so that children meet their new teacher.
- All year groups take part in a transition unit of work in summer term, which is picked up in the autumn term.
- Class rules and helping hands completed in first week.
- Handover meetings are held in summer term. The following information should be passed on/made available to the next teacher:
 - Reading book band colour
 - Individual reading records
 - Inclusion Files



- Medical records – generated from SIMS by School Office
- Literacy & Maths Books – current book for all core subjects for every child **AND HOLD ON TO EVERYTHING** for one high, one middle, one lower attaining child, from each class. This is for Ofsted purposes.
- RE books
- MFL folders/books
- Learning support records
- Class summary sheet

“In year” admissions procedure from Nursery to Year 6

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- 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.

Children leaving the School - from Nursery to Year 6

- Parents are invited to a meeting with the Headteacher to discuss circumstances and assist with transition.
- All records are passed on promptly including safeguarding records.
- Children with SEN – information shared by phone or through a visit from the SENCo if transferring settings locally.
- Relevant child protection information is transferred on.

Transition from Year 6 to Year 7

Autumn of Year 6

- Children visit their secondary school open evenings.
- Children choose their secondary schools.

Summer of Year 6



- A member of staff from the upper school come in to school to speak to the children about moving into year 7 and answer any questions they might have.
- Children attend a secondary transfer day.
- Children work on a transition unit of work – Passport to Secondary School
- 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 SAT's results sent on to secondary schools.
- Common transfer files completed and sent to secondary schools.
- Relevant child protection files are transferred on.

Vulnerable children

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

Monitoring and Review

It is expected that this policy will be reviewed regularly as part of the Governing Bodies policy review process.