



## Transition Policy

At Lakes Primary School, we recognise that *transition is a process, not an event*. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond Lakes Primary School.

### Definition:

In this policy, the term 'transition' is used to describe the movement that takes place from one familiar setting (including the home) to another.

### Aims:

At Lakes Primary School we will:

- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and for the transition to each new year group.
- Make a happy and seamless transition from home and/or pre-school to school and from year group to year group.
- Support all children towards independence and develop their 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 or English as an Additional Language.

At Lakes Primary School, pupils will experience many different transitions:

- Entry to Nursery
- Moving from Nursery to Reception
- Moving from Reception into Key Stage 1
- Moving from Key Stage 1 into Key Stage 2
- Movement from class to class
- From Year 6 onto Secondary School

Each of these transitions is a unique phase which has its own challenges and expectations.

### Transition from Home and/or Pre-School to Lakeside – 2 year old provision

**Responsibility:** *Mrs Howard, Miss Davison and Mrs Coulson*

At Lakes Primary School we have childcare provision (Lakeside) for children from the age of 2. As a school, we issue application forms for children to attend Lakeside, but it is the local authority who organise the waiting list and offer places.

- Once a place has been offered, staff organise to visit the child in their home setting
- Start dates and times will then be arranged

### Transition from Home and/or Pre-School to Nursery

**Responsibility:** *Mrs Evans* (EYFS Leader)

- Tours of the school are offered to all incoming parents and children. These may be led by the Head Teacher/Deputy Head or the EYFS Leader.
- Discussions occur between Lakes Primary School and staff from other settings – where necessary.
- Parents receive an information pack which includes a school prospectus and 'Starting Nursery' booklet.
- New intake children attend their first session with parents and then continue with their morning or afternoon sessions independently.

### Transition from Nursery into Reception

**Responsibility:** *Mrs Evans* (EYFS Leader)

We recognise that this is often a difficult transition, as pupils move from nursery where they attend either mornings or afternoons – to full time school. To support both children and parents during this time, we organise a number of different activities:

- A picnic (or similar event) is organised towards the end of June giving children and their parents, the chance to come together and participate in different activities.
- Information sessions with the Head Teacher and EYFS staff are organised during June. During these sessions, parents are provided with a 'Starting School' booklet, which outlines key information such as timings, uniform and the curriculum.
- Pupils will move from Nursery into their new Reception classroom for the final 3 weeks of the Summer term. This gives them the opportunity to work with their new teacher and their peers, who may not have attended the same nursery session.
- During this final 3 week transition period, pupils and their parents are invited to stay at school for lunch for the first time. They will have the chance to try our school meals in the main hall, ready for September when they will be at school all day.

### Transition from Reception into Key Stage 1:

**Responsibility:** *Mrs Booth* (KS1 Leader)

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, 'hands on' opportunities. Before the children

move into Key Stage 1, teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of academic abilities, special educational needs and any other information relevant to the individual child's well-being and development. Information is also used to group pupils, personalise the curriculum and set future targets.

#### Transition between classes from Year 1 to Year 6:

**Responsibility:** *Receiving teachers – to be overseen by Team Leaders at the relevant stage.*

To ensure a smooth transition from one year group to the next, children move up to their new class three weeks before the end of the Summer term. This early transition is made to ensure that children do not suffer any anxiety over the summer holidays about the expectations of their new class and teacher. It also gives children the opportunity to familiarise themselves with their new working environment, teacher expectations, peers, routines and timetables. This three week transition period also gives parents the opportunity to talk to their child's new teacher, share any concerns and become familiar with any changes in to the daily routine.

- Throughout the year, opportunities are given for year groups to work together e.g. curriculum visits/visitors, assemblies and curriculum days.
- Each child has their own educational file which moves through school with the child to provide evidence of previous years' progress, targets and significant events.

#### Transition from Key Stage 1 to Key Stage 2:

**Responsibility:** *Mrs Lowe (LKS2 Leader)*

This transition not only involves moving to a new classroom, but moving into a new building altogether. We recognise that this is often a source of anxiety for many of our children and their parents. Therefore, before the three week transition period begins, we hold a short meeting for the parents of children moving up from Year 2 into Year 3. During this meeting, parents are taken through school to the Year 3 classrooms, so that they can see where their children will be taught. They are shown where they need to come into school and where they should hang up their belongings. At this time, parents are also issued with a 'Welcome to Key Stage 2' booklet, which outlines some general information including: teaching staff, routines, timings, equipment and the curriculum.

#### Transition to Secondary Education:

**Responsibility:** *Miss Furness (UKS2 Leader)*

When children enter Year 5, they will begin to gain some initial experience of secondary school life. Occasional visits to nearby secondary schools are planned for children in Years 5 and 6. Staff from our nearby secondary schools visit Lakes Primary to meet with children, lead curriculum activities, answer questions and liaise with Lakes Primary staff.

During the Summer term of Year 5, we hold a meeting for parents, carers and their children. Representatives from the local secondary schools are invited to attend this meeting and are there to answer any questions. During this meeting, attainment data for each of the local

schools is shared, giving parents and carers the information that they need in order to make an informed choice regarding their child's secondary education.

Children transfer to secondary education at the end of Year 6. Most children from Lakes Primary School transfer to Redcar Academy or Rye Hills Secondary School. Information from Redcar and Cleveland Education Department and from the secondary schools will be sent to all parents/carers of Year 6 pupils during the Autumn term.

Parents/carers may express a preference for any secondary school of their choosing but places cannot be guaranteed. Parents should note that it is very important to return the Expression of Preference form to the Local Education Authority, as children may be allocated a place at a secondary school that is not the preferred choice. Appeals to change the allocated secondary school place allocated should be made to the Local Authority.

- Children and their families are invited to open evenings at the local schools during the year.
- Applications for secondary placements are submitted during the summer holidays.
- Parents and children are notified of the allocated places at the beginning of the following March.
- During the Summer Term, the children are invited to attend a short transition period at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school.
- We provide a transition unit in PSHCE. This gives pupils the chance to discuss and portray any anxieties about the upcoming changes.
- A group of vulnerable children are given additional support through a 'transition support group.' This group of children spend additional time at their new school during the Summer Term prior to the main transition days.
- The Year 6 and 7 teachers from the feeder schools liaise to create a profile of each pupil and assessment data is shared.
- Year 7 teachers often come to our school to meet with the Year 6 pupils in the Summer Term. The children have the opportunity to ask questions to alleviate anxieties.

#### Children joining at different points in the year:

- Parents receive a prospectus with information about the school.
- Parents and children are invited to tour the school and discuss any issues with the Head Teacher and new class teacher.
- New children are assessed quickly by their class teacher.
- Records from previous schools are made available to the receiving class teacher and, where appropriate, the SENCo.
- Any new children are assigned a peer 'buddy' to help them settle into their new class and routines.

For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first

language which will facilitate the admission process and provide important information about the school. Where necessary, we will seek additional support from external agencies.

Children leaving at different points in the year:

- Parents are invited to a meeting with the Head Teacher.
- All records are passed on promptly – including SEN records and any information related to safeguarding.

Monitoring & Evaluation:

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases are monitored by the Senior Leadership Team. The views of parents and pupils regarding transition arrangements will be sought via the annual questionnaires.

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