

*'Corpus Christi Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'*



# Corpus Christi Catholic Primary School

## Transition Policy

Designation	Name	Date Approved	Date of Renewal
Headteacher	Mrs Samantha Birchall	Sept 2021	Sept 2023
Chair of Governors	Mr Rob Reynolds	Sept 2021	Sept 2023



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## **Statement of intent**

At Corpus Christi, we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We have created this policy to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- **The Data Protection Act 2018**
- **The Education Act 2002**
- **The Equality Act 2010**
- **DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'**
- **DfE (2020) 'Keeping children safe in education'**
- **DfE (2018) 'Working Together to Safeguard Children'**
- **DfE (2014) 'School Admissions Code'**
- **STA (2019) 'Assessment framework: Reception Baseline Assessment'**

1.2. This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Records Management Policy
- Primary Transition Activities Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

## 2. Roles and responsibilities

2.1. The governing board is responsible for:

- **Ensuring compliance with the 'School Admissions Code' 2014.**
- **Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.**
- **Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.**
- **Liaising with the headteacher with regard to the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.**
- **Promoting the importance of parental engagement during the transition process.**
- **Receiving reports from the headteacher with regard to the success of the transition procedure.**

2.2. The headteacher is responsible for:

- **Liaising with the governing body and reporting back the successes and challenges of the transition process.**
- **Liaising with the governing body on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.**
- **The overall implementation of Primary Transition Policy.**
- **Reviewing this policy in conjunction with other relevant policies, e.g. the Primary Transition Activities Policy.**
- **Liaising with early years settings and secondary schools to coordinate transitions between schools.**
- **Being the face of the school's transition procedure, ensuring a welcoming atmosphere is adopted throughout the school.**
- **Meeting with parents to welcome them and their children to school and answering any queries they may have.**

2.3. The SENCO will be responsible for:

- **Liaising with relevant members of staff, e.g. the headteacher of a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.**
- **Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.**
- **Meeting with pupils to ensure they are happy and feel supported during the transition period.**
- **Reporting successes and challenges back to the headteacher where necessary to help inform future transition programmes.**
- **Having due regard to the Special Educational Needs (SEND) Policy when implementing support for pupils with SEND during transition periods.**

2.4. The headteacher is responsible for:

- **Ensuring that pupils receive the required support when going through transitions of education.**
- **Liaising with staff and senior leaders of nurseries and secondary schools to ensure there is a smooth transition to and from the school.**
- **Having due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.**

2.5. All other staff are responsible for:

- **Adopting a warm and welcoming atmosphere for new pupils.**

- **Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.**
- **Conducting taster sessions with their new class during the summer term prior to the transition.**
- **Participating in transition activities.**
- **Identifying suitable pupils to be part of a 'buddy system' for pupils entering the school during an academic year.**

### **3. Definition**

- 3.1. For the purpose of this policy, **“transition”** is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

### **4. Transition into Reception**

- 4.1. Nursery children work with the Reception class throughout the school year.
- 4.2. Nursery and Reception children share the learning and outdoor environment and integration between classes is encouraged.
- 4.3. During the Summer term before entry to Reception more formally:
- Joint activities are organised for nursery and Reception children.
  - Nursery children spend a series of more formal sessions in the Reception area with the Reception/Nursery teacher.
  - Nursery children are allowed time to explore the main school building supervised by a member of staff.
  - Some activities, e.g. music, take place in the main hall to allow children to experience different parts of the school.
  - Nursery children attend some of the shorter assemblies in the main hall.
  - Nursery children have lunch in the lunch hall several times to reduce anxiety over lunch time.
  - Staff use stories to help explain new situations so children can relate to the change that will occur.
- 4.4. Prior to entering Reception:
- The nursery staff will advise the Reception teacher on favourable groupings for children.
  - Parents will attend an information session with the headteacher/Reception teacher to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered.

- Parents will have the opportunity to attend an information evening with the child's Reception class teacher to discuss class content, provisions in place to make transition easier for their children and have any questions answered.
- 4.5. During the first term:
- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment.
  - Reception children will attend for the full school day from the first day of the new school year, usually from 10am on the first day only, then 8:50am going forwards.
  - A parents' evening is held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.
- 4.6. Throughout the year, parents are encouraged to share any information, concerns, or pupil successes with staff.

## **5. Transition into Year 1**

- 5.1. During the Summer term, prior to entry into Year 1:
- Reception pupils will join the older pupils on the playground during break and lunch time, supported by a member of Reception staff throughout the school year.
  - Reception pupils will attend assemblies with the whole school, additional to special assemblies throughout the year.
  - Reception classes will adopt a modified timetable similar to the Year 1 timetable.
  - Reception pupils will have sessions in the Year 1 classroom with their future Year 1 teacher.
  - Reception pupils attend more whole-school activities, e.g. sports day.
- 5.2. Prior to the pupils entering Year 1:
- Reception teachers will complete progress assessments on each child and provide the reports to their Year 1 teacher.
  - Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings are passed on from the Reception teacher to the Year 1 teacher.
- 5.3. During the first term:

- The Year 1 timetable, in terms of provision, planning and pupil-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the foundation stage and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually.

## **6. Transition into other years**

- 6.1. Pupils will attend weekly whole-school sharing assemblies throughout the year, and will engage with other teachers and pupils.
- 6.2. During the Summer term prior to entry into the following year group:
- Pupils will participate in a welcome session with their new teacher – the session will involve a practice lesson and time for questions and answers.
  - Teachers will meet to ‘handover’ their class. The handover meeting will involve discussing the overall progress of the pupils, any issues the current teacher faced and whether there are any special considerations the new teacher needs to be aware of, e.g. adjustments for pupils with SEND.
  - Previous class teachers will advise new teachers of favourable groupings for pupils as well as any grouping which should be kept separate.
  - Teachers will meet to discuss pupils’ progress from previous years, and will set learning targets for individual pupils across all of the subjects.
  - Learning journals, phonics assessments, examples of writing and parent consultation records, are all passed on from the teacher to the new teacher.
- 6.3. During the first term, the timetable will be kept similar to the previous year group’s timetable, and new ways of learning, as well as teaching, will be introduced gradually to allow pupils to adjust to the changes.
- 6.4. A parents’ evening will be held during the first term to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns

## **7. Transition from Year 6 to Year 7**

- 7.1. Our school is a feeder school to a local secondary school, De La Salle Catholic High School, although a large number of our children also go to Rainford High.
- 7.2. Teachers from the secondary school will visit the school to deliver assemblies and lessons in specific subjects, e.g. PE.



- 7.3. Year 7 teachers from the secondary school will meet with the Year 6 teacher and the headteacher to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND, favourable pupil groupings and any challenging pupils.
- 7.4. In the meeting with the Year 7 teachers, transition needs for each pupil will be assessed, such as whether a 'buddy' system will be necessary, and the secondary school will receive a profile of this data.
- 7.5. There will be a number of designated visit days for Year 6 pupils to their secondary school during the summer term, – more can be arranged for pupils with mobility or visual impairments to help them become familiar with the new school layout.
- 7.6. All records from the school are passed on to the secondary school as required in line with the school's Records Management Policy and Data Protection Policy.
- 7.7. Any pupils who may require additional support, such as those with SEND, will receive this both before the transition in order to prepare, and after the transition to ensure they are coping well.

## **8. Transition into the school**

- 8.1. Individual tours are arranged for all incoming parents and pupils, and the pupil is offered time to stay with their prospective class.
- 8.2. Parents will receive a 'Welcome Pack', including information about the school and the curriculum.
- 8.3. New pupils joining the school are assessed by their class teacher and other necessary members of staff, such as the SENCO, to ensure that any additional needs are accommodated for.
- 8.4. A 'buddy' system is established for the pupil; this will involve pairing the new pupil with a current pupil. The current pupil will have an excellent behaviour record, and will be consulted with prior to new pupil joining the school so that they are aware of what is expected of them.
- 8.5. Records are obtained from the previous school and are made available to the pupil's class teacher.
- 8.6. Data transfers are made in line with the school's Data Protection Policy.

## **9. Transition activities**

- 9.1. The headteacher is responsible for ensuring that pupils receive the required support when transitioning:
  - From the EYFS to Year 1
  - In between school years
  - From Year 6 to Year 7
  - To the school during the academic year

- 9.2. The headteacher will liaise with staff and senior leaders of nurseries and secondary schools to ensure there is a smooth transition to and from the school.
- 9.3. Transition activities are designed to encourage communication between pupils, supporting connections made between peers.
- 9.4. Activities will vary and include visits to pupils' new school or class, practice sessions with new teachers and games.
- 9.5. Games will be interactive, age appropriate and encourage pupils to introduce themselves to their class teacher and peers.
- 9.6. The headteacher will have due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.
- 9.7. Visits to new schools will expose pupils to the daily life within their new schools; they will experience various taster classes, assemblies, and breaktimes.