



Transition Policy – Whole School

Approved by: Full Governing Body

Date: December 2024

Review: December 2025

Signed:

Chair: Mr. C Harris

Aims

At Reddal Hill Primary School, we want our pupils to experience a smooth transition between different year groups, ensuring that the pace and quality of learning are maintained, and all pupils make excellent progress. Our aims are...

- To identify that transition is a process not an event;
- To provide a smooth and positive transition from one-year group to another;
- To ensure a smooth transition where pupils feel safe, secure, comfortable and successful;
- To ensure that all pupils' skills, knowledge and understanding are developed appropriately;
- To ensure that vital assessment information is transferred before the end of the summer term;
- To involve parents and pupils in the transition process.

Transition from Early Years Settings to Foundation Stage

How will this be achieved?

Nursery

- Parents who are requesting a nursery place are asked to complete a Nursery Request Form.
- The child will start nursery the term after their third birthday. The Assistant Headteacher of Early Years or nursery teacher will contact parents during the term before their start date to arrange an admission meeting. During this meeting, adults will complete any admission documentation and obtain any information regarding the previous setting and experiences.
- The Assistant Headteacher of Early Years will organise a transition meeting with the previous setting and request any relevant information.

Reception

- Parents will be invited to visit the Early Years Foundation Stage to meet the staff and discuss the needs and interests of their child.
- Reception parents will be invited to attend a reception intake meeting, during the summer term, before their start date.
- Parents will be provided with an information pack.
- Parents will be required to complete appropriate forms to share relevant information with the EYFS staff.
- The Assistant Headteacher of Early Years and the Transition Co-ordinator will ensure activities for transition are thoroughly planned and managed effectively.

Transition from Early Years Foundation Stage to Key Stage 1

The Early Years Foundation Stage (EYFS) is a separate stage of learning and there are distinctive differences between the EYFS and Key Stage 1. Therefore, the transition of pupils between Reception and Year 1 has to be appropriately planned for and managed in a specific way. Details of this transition process are outlined in the 'Transition Policy - Reception to Year 1.'

Whole School Transition

How will this be achieved?

- 'Meet the Teacher Day' and additional transition afternoons – pupils will spend time with their new teacher, in their new classroom, during the summer term.
- The pupils will complete a piece of work, which will be displayed in their new classroom when they start in September.
- Pupils' views will be sought and collated regarding their concerns and expectations regarding the transition to their new year group.
- Teachers will prepare for transition through PSHE lessons and circle time activities. Teachers will address any concerns or issues that they may have.
- All teachers will ensure that vital assessment data and SEND / medical information is transferred to the relevant teacher before the end of the summer term.
- The Phase Leaders and the Transition Co-ordinator will ensure activities for transition are thoroughly planned and managed effectively.
- Children with Special Educational Needs and Disabilities may have additional transition opportunities planned throughout the summer term.

Transition for Key Stage 1 to Key Stage 2

How will this be achieved?

- Children will receive a 'What to expect in KS2' booklet that they can read with their parents. This will explain any changes to daily routines, such as new subjects and timing of lunch times.
- Year 2 teachers will present phonic screening retake results to highlight children who still need phonic intervention in year 3.
- Year 3 teachers have the opportunity to teach their new class in maths and English to familiarise themselves with the different needs and academic abilities.
- Previous year 2 teacher and new year 3 teacher to have a meeting to discuss individual children and specific needs.

- Year 3 teachers will be fully aware of KSI assessment results.
- LSPs ensure a transition book is used and completed to help the transition of pupils with SEND from year 2 to year 3. This transition booklet is used to take home for parents to share with their child.
- Regular sessions to their new environment are planned regularly in the summer term.

Transition from Key Stage 2 to Key Stage 3

How will this be achieved?

- Year 6 pupils will complete activities at Reddal Hill that will support their transition into high school.
- Transition days vary from high school to high school. Some high schools provide one to two transition days whereby others may provide up to four days. Most high schools offer additional days for pupils with SEND. Reddal Hill works closely with our local high / secondary school, Ormiston Forge Academy, and we have arranged for its staff to spend a day at Reddal Hill to get to know our pupils much better. Additionally, our year 6 staff will visit Ormiston Forge on one of the transition days, to help support the pupils further and provide any additional information that would benefit our pupils and the staff if required.
- The Assistant Headteacher of Inclusion will ensure that the appropriate assessment data and SEND / medical information is transferred to the relevant school.
- The year 6 teacher and the Transition Co-ordinator will ensure activities for transition are thoroughly planned and managed effectively.

Transition of New Pupils throughout the Year

How will this be achieved?

- The Headteacher, a member of the Senior Management Team or the Parent Support Advisor will show prospective parents and pupils around the school.
- Pupils new to the school will be given a 'Reddal Hill School Handbook', which provides key information about the school.
- Pupils new to the school will be assigned a 'buddy' to assist them during their first week at the school to support this transition.
- The school may contact the previous setting to aid an effective transition.
- If the child has SEND, then a meeting may be arranged for parents to meet with the Assistant Headteacher of Inclusion to discuss their child's needs to support an effective transition.

Leadership and Management

- Each Phase Leader will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process.
- The Phase Leader will report to the Senior Management Team on the effectiveness of the transition, any changes made and / or new national initiatives on the process of transition.

Most importantly, a smooth transition will ensure that the pupils' individual needs are being catered for, allowing them to settle quickly and confidently into their new class. Reddal Hill Primary School understands the importance of meeting the needs of individual pupils or cohorts, and will ensure that the transition process is reviewed regularly to ensure that this is achieved.