



Transition Policy

River Bank Primary School

February 2025

Introduction

In this policy, 'transition' describes the movement that takes place from one familiar setting to another; this includes family settings and different year groups. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Aims

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress and feel secure and happy. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation. This policy addresses issues of planning and assessment as well as classroom organisation and teaching.

Equal Opportunities and Inclusion

We actively involve the children and parents in the process and their perceptions about transition are explored and valued.

Measures are taken to ensure pupils with any form of special educational need or difficulty accessing the curriculum and school setting will experience a similar ease of transfer as other pupils. Therefore, once allocation of places for Year R and other years have been arranged, all nursery, pre-school settings and schools will be contacted. We actively encourage other settings and parents to take part in a process of phased transition, specifically for pupils with identified needs, so that movement between settings is seamless and will be in the pupil's best interest, particularly when 1-1 adult support has been provided in the previous setting and it is clearly identified that this level of support is required to continue. It is fundamental that the previous setting send SEN information and reports, in order to help support EHCP applications, specifically where they have not been acquired by the previous setting.

Principles That Underpin the Policy

- Approaches to teaching and learning are harmonised at the point of transition, planning is based upon assessment information from the previous setting/class.
- There is a professional regard for the information from the previous setting / phase.
- Teaching and learning meet the needs of the children and not pre- conceived notions of what is appropriate for the next phase / key stage.
- 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

Continuity of teaching and learning

At River Bank Primary School, we use the following processes:

Transition from pre-school or children with no pre-school experience to the foundation stage

- Early years staff, our admissions officer or family worker will contact previous settings and where possible, visit the children at their nursery setting.
- Tours are offered to all incoming parents and children and an opportunity to meet the headteacher or other delegated person.
- Visits and discussions occur between school staff, the family worker, SENDCo and previous settings.
- Parents and children are invited to transition sessions prior to starting school. Firstly, a 'Stay and Play' session during the first half of the summer term. This is an opportunity for children to visit our school and play with EYFS staff. Parents will be offered support during this session to complete paperwork. Secondly, a transition meeting to welcome parents and children to River Bank Primary followed by an opportunity to visit their child's classroom and meet their child's class teacher and teaching assistant.
- Individual tours offered to all incoming parents and children during the year, as in year admissions.
- Home visits are carried out in September by the class teacher and teaching assistant. This allows the child to build attachment with the adults that will be caring for them in school. It also gives the family an opportunity to get to know staff and for any questions to be answered on a 1:1 basis. We value the parent as the child's first educator and ask parents to share their information with us by completing a copy of the 'all about me' form before their child's first day with us.
- Children are given a copy of the 'all about me' to complete between the home visits and new starting school
- The school team are always available before and after school to chat to new parents.
- They are proactive in talking to parents about issues that may arrive with individual children.
- Parents are invited to a parents' consultation during the first half term or during the term they start to discuss how their child has settled into school and their next steps for learning.
- Children will start off part time and build up gradually in Year R. They will then move to full time within the first couple of weeks.
- Parents will be given an 'information pack' containing information about the school
- Workshops for parents will be arranged half termly, with the first during the autumn

term to explain the teaching of 'Read Write Inc' and reading. Throughout the year, we will host one meeting/ workshop per half term, focusing on the EYFS curriculum and responding to parents' feedback.

- We invite parents to provide a family photograph to display in our classrooms. This familiarity helps children to feel comfortable settling in and shows families we value them in school.
- We provide EAL classes as an alternative provision for new starters arriving from non-English speaking backgrounds.

Transition from the Foundation Stage to Year One

- The year one curriculum builds on and extends the experiences children have had during the foundation stage where an active approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- The year one classrooms aim to reflect a similarity to the foundation classrooms as they exhibit areas of learning available to the children e.g. book corners and writing tables.
- Although year one is the first year within which a more structured curriculum is followed, we continue to develop the independent learning skills established in the foundation stage.
- Children in year one are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the foundation stage into KS1:

- Teaching staff meet to discuss the children's progress. This includes discussion of the children's learning profiles.
- Foundation stage teachers inform the future teacher of the child's level of ability, any special educational needs they may have and any other information relevant to the well-being and development of the child
- Whilst the reception children are part-time in the September term, the early years teaching assistants will support the children settle into their new year one class.
- Suggested learning activities are set over the summer holidays to maintain the learning and support the individual children's targets

Information passed onto year one teachers includes:

- Knowledge of sight words
- Knowledge of letters and sounds (phases)

- Reading ability (RWI assessments)
- Each child's Early Years Foundation Stage Profile (EYFSP) data information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

Once transferred to year one:

- Children continue to work and be assessed within the FSP if it is appropriate.
- Parents will be invited to a meeting in the autumn term to explain the year one curriculum and expectations.

Transition in subsequent years throughout the school

The following strategies are used to ensure a smooth transition for pupils in subsequent years throughout the school:

- Weekly whole school celebration assembly
- Children are encouraged to share good work with teacher of 'next class'
- Teachers meet in summer term to discuss individual children
- All children visit new classes and work alongside new teachers on transition day in the summer term
- Annual tracking of children's progress which informs the next teacher of the targets for the following year
- Throughout the year there are shared assemblies, house competitions and physical activity and sporting opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other
- Teachers meet to discuss individual children's progress as they move from class to class
- Targets in reading, writing and mathematics are continued over from July to September for children with learning plans
- Writing books move with children to provide evidence of previous years' progress and targets
- Transfer of records from class teacher to class teacher
- Whole school moderation of assessments to develop staff knowledge of expectations/curriculum
- Some pupils on the SEND register will have transition passports made for them
- All parents are invited to a meeting with the year group leader early in the autumn term to learn about changes and expectations within the year group.

Children Joining from Y1 to Y6

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents receive a parents' pack with information about the school.
- New children assessed quickly by class teacher and/or SENCO; this will involve a language assessment if the child is EAL.
- A 'buddy' identified to help the new child to integrate.
- Records from previous school made available to class teacher and SENCO.
- Family worker or admissions officer to call previous school and check status

Y6 to Y7

- A session is held for parents of year 6 pupils to discuss applications for high school, attended by the admissions team and the access to education team.
- Our year 6 year lead liaises with Year 7 heads of year from receiving schools to create a profile of assessment data and transition needs for each child using the Luton Borough Council common transition timeline and common transfer form.
- Year 6 children attend their prospective secondary school for a one or two transition days during the summer term on dates agreed across the local authority. More visits may be planned for children who require additional support.

Monitoring and Review

The governing body will review this policy on a two-yearly cycle.

Signed: 

Adopted: February 2025

Review Date: February 2027