

# Moorlands Primary School

## “Anything is Possible!” Transition Policy



*Anything  
is  
Possible!”*

*These words  
reflect our  
ambition,  
drive and  
belief that  
EVERYONE  
at Moorlands  
Primary  
School can  
fulfil their  
true potential  
in all aspects  
of their  
learning!*

### Aims

To ensure children experience a smooth transition from one key stage to the next.

To maintain quality of teaching and learning ensuring that children continue to make good progress.

### 1. Introduction

1.1 The Governing Body of this school is fully committed to the welfare of each child.

1.2 Care and attention is given to each stage of the individuals transition through and beyond the school.

1.3 Close relationships with partner schools are encouraged to ensure a smooth transition and secure future development of the child.

1.4 There are four stages to transition.

### 2. Foundation Stage /Playgroup to Reception

#### 2..Programme of induction for parents and pupils:

- Regular joint activities with Moorlands Little Learners throughout year and weekly visits to Year R during summer term.
- Formal exchange of records and meeting with Moorlands Little Learners staff including SENCO and Inclusion Manager.
  - Induction evening for parents which includes:
    - Overview of school ethos and procedures
    - Tour of Year R areas
    - Outline of Foundation Stage Curriculum
    - Activity sessions for parents and pupils
    - In depth parent/staff consultations
    - Visits by staff to all settings to meet the pupil and exchange information/records.
      - Liaison with SENCOs/Inclusion Managers from all settings
      - Autumn afternoon to discuss teaching of reading.

### Reception to Year 1

2.2 Summer Parents Evening. Opportunity to visit Year 1 classroom and meet the staff.

- Formal exchange of Foundation Stage Profiles and detailed discussion
- Shared playtimes and dinnertimes with Years 1 and 2
- Year 1 staff to visit Reception
- Classroom swap-Year R visit Year 1 classroom and staff

- Year1 pupils visit Reception throughout the year
- Opportunities in After School Clubs to Reception and Year 1 pupils to interact with each other

### **3. School to School**

- 3.1 The following steps are taken to ensure that both the child and parents are confident, informed, and happy about the school.
- Initial contact from parent
  - Exchange of information – Prospectus, Admission form
  - Familiarisation tour for parent and pupil
  - Once at school a supportive / special friend is selected to ensure the new child knows where to go, what to do etc. and is not left isolated.
  - Records are obtained from the previous school
  - Assessments are made by staff to ensure appropriate groupings and differentiated work.

#### **Assessment of Basic Skills of New Pupils:**

- Analyse information from previous school
- SEN-inform Inclusion Manager for further advice

### **4. Through the School**

- 4.1 The following steps are taken to ensure a supportive culture is maintained and children continue to make progress both academically and socially in a secure environment.
- Pupils are sent on messages or to show good work to other staff members
  - Parents are involved in school – as, class helpers, trip volunteers, Better Reading volunteers, fund raising activities, school performances, assemblies etc.
  - Detailed records are passed on from teacher to teacher.
  - The curriculum is planned to ensure continuity and consistency of approach.
  - Termly Data Conversations are held in order to discuss pupil progress, record improvement and revise target/intervention groups.

### **5. Primary to Secondary**

- 5.1 Close liaison and transfer procedures exist between Key stage 2 and receiving schools.
- A transition unit of work is followed in Y6 which links with Y7
  - KS2 pupils are involved in sporting activity with feeder schools
  - Year 6 pupils visit the secondary school
  - Secondary staff visit the Y6 class in the summer term
  - Year 6 staff inform of any SEN, behaviour, and friendship issues.
  - Assessment data is transferred at in accordance with LEA. guidelines
  - Inclusion Management meetings to discuss the transition of pupils with SEN.

### **6. Links to Every Child Matters**

#### **6.1 Be Healthy**

- Pupils mental health is promoted by ensuring transition is seamless throughout key stages and classes.
- Needs of pupils with special needs are catered for through sharing of IEPs.

- Transition activities include a wide range of physical /fun tasks.
- 6.2 **Stay Safe**
- Pupils are aware of anti-bullying practice at all stages of their education.
  - Feel secure by visits to new school prior to commencing.
  - Rules of class and school are shared with pupils.
- 6.3 **Enjoy & Achieve**
- Transition project includes range of visits, visitors and activities.
  - Records/data exchanged between classes, key stages and schools.
- 6.4 **Make a Positive Contribution**
- Deal with significant life changes and challenges through careful, planned transition visit.
- 6.5 **Achieve Economic Well-being**
- Targets shared with pupils at all stages of education ensuring aspiration to follow further education, training, employment.

## **7. Monitoring / evaluation / review**

- 7.1 The efficiency and effectiveness of this policy will be monitored by the SLT.
- 7.2 The Head teacher and staff will review this policy in the summer term

**Review date September 2018**

## **APPENDIX 1**

### **Information to pass onto next teacher:**

1. Literacy groups
2. Big Write assessment books
3. Reading ages
4. Numeracy groups
5. SATs results
6. Updated Pupil Performance Tracker/Criterion Scales/
7. Intervention Groups
8. Reading bands
9. Current Reading books –key stage 1/2 transition
10. IEPs
11. House teams
12. Information on individual children e.g. medical, family, behaviour etc.
13. Transition Logs- key stage 2/3
14. Formalised Book of Concerns