



Simonside Primary School

Transition Policy

Introduction

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Simonside Primary School; this policy refers to the transitions involved at each stage of a child's education at Simonside Primary School.

Aims

At Simonside Primary School, we want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

Principles Underpinning the Policy

- Children should enjoy the transition process
- Transition should motivate and challenge children
- Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child
- Children's emotional welfare, well-being and involvement should be assessed before and after transition. Transition includes changes in environment, circumstances and relationships
- Transitions are not overlooked or left to chance, but thought about and planned
- Transition is about the setting fitting the child, not the child fitting the setting
- Approaches to teaching and learning are harmonised at the point of transition
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage
- Planning is based upon assessment information from the previous class/setting
- There is a professional regard for the information provided from the previous class/setting
- Staff allocation gives attention to the needs of the children
- Effective transition takes time, and is a process rather than an event
- Parents and carers need to feel well informed about, and comfortable with, all transitions in their child's life
- Feedback from children and parents is encouraged and valued

Equal Opportunities and Inclusion

Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition explored and valued. There are clear curriculum guidelines for children with SEND during transition, and measures are taken to ensure **all** children are given the opportunity to experience a similar ease of transition.

OUR PRACTICE

Transition from Nursery to Reception

- Parents are invited to a 'New to Reception' meeting, which is used as an opportunity to introduce parents/carers to key staff and discuss routines and arrangements for the children's first day.
- Parents receive a 'welcome letter' and an information pack during the summer term
- Reception Class Teachers will, wherever possible, visit the children in their Nursery setting; this is used as an opportunity for the children to become familiar with the adults and to gather information from the Nursery setting

- Information regarding any children with SEND will be shared and a meeting with our SENDCo arranged to discuss the support required
- Children will attend 2 half day visits to Reception where they will be able to familiarise themselves with the staff and new learning environment
- The school day is shortened for Reception children for the first week
- Lunch arrangements will be altered slightly for the first 1-2 weeks, with staff supporting children until they have settled into the routines of the dining hall
- Parents will be invited to accompany their children for lunch one day during the first week
- Any Class Teachers / Teaching Assistants who are new to Reception will, wherever possible, spend planned time in the Early Years setting over the summer term
- During Reception, we operate a 'buddy' system where Y6 children are paired with Reception children to support them regularly outside at playtimes

Nursery to Reception Transition Timetable

Approximate week number(s)	Class	Transition Activity
First 2 weeks after half term in June	Nursery	Reception staff to visit Nursery settings
Week 4	Nursery	'New to Reception' meeting for parents / carers
Week 5	Nursery	Children to visit Reception for 1 half day
Week 6	Nursery	Children to visit Reception for 1 half day
First week of term in September	Reception	Shortened school day (until approx. 1.30pm) Parents invited to accompany their child for lunch on a specified day

Transition from Reception to Year 1

- Parents and children new to the school attend a meeting with the Head Teacher, have a tour of the school, meet staff and receive an information pack
- Reception visit the current Year 1 for a shared picnic during the second half of the summer term
- Children attend a session in their new classroom with their new Class Teacher / Teaching Assistant during the second half of the summer term
- During the first half of the autumn term, the provision links to the provision in the Early Years, whilst matching the needs and interests of the cohort and meeting the needs of the National Curriculum
- Towards the end of the summer term, Year 1 staff visit Reception to read the children a story each day
- Joint moderation is carried out between Reception and Year 1 staff during the summer term
- Handover meetings are held during the summer term for Reception staff to share information with Year 1 staff

Reception to Year 1 Transition Timetable

Approximate week number(s)	Class	Transition Activity
2 nd week after half term in June	Reception	Joint moderation with Reception & Year 1 staff
4 th week after half term in June	Reception	Year 1 staff to visit Reception to share a story
Week 5	Reception & Year 1	Shared picnic
Week 6	Reception	Transition session with new Teacher / Teaching Assistant in new classroom
By end of term	Reception	Handover meetings with Year 1 staff
First week of term in September	Year 1	Play-based activities, based on EYFS model, with focused guided group work in English and Maths. Discrete daily Phonics sessions.
Week 2 - 7	Year 1	Daily Guided Reading sessions. Whole class teaching in English and Maths with adults supporting group work for independent activities linked to objective. Continuous provision provided. Discrete daily Phonics.
First 2 weeks after October half term	Year 1	Daily Guided Reading sessions. Whole class teaching in English and Maths with adults supporting group work for independent activities linked to objective. Discrete daily Phonics. PM – free-flow play-based activities with focus guided groups for activities linked to objectives.
Week 3 – Christmas	Year 1	Direct whole class teaching, with children working independently / in groups, with adult support

Transition from Years 1 to 6 throughout the school

- Parents and children new to the school attend a meeting with the Head Teacher, have a tour of the school, meet staff and receive an information pack
- Children who are new to the school are invited to attend a transition session with their new Class Teacher and class in the summer term
- All children visit their new classrooms to meet their new Class Teacher / Teaching Assistant and familiarise themselves with their new learning environment in the summer term
- Curriculum information booklets are shared with parents during the autumn term
- Handover meetings between teachers held during the summer term

Transition from Year 6 to Year 7

As our children move to a number of different secondary schools, the procedures / timescales for transition for different children may vary.

To support all children in their transition to Year 7:

- Parents and children are invited to attend secondary school open evenings
- Children who may require additional transition support are offered specific sessions from a member of the South Tyneside Emotional Resilience Team or a member of school staff
- Additional transition support is provided when necessary for children with SEND
- Members of staff from secondary schools visit the children in their current setting
- Children attend transition days at their chosen secondary school during the summer term
- Year 6 staff meet with secondary school staff to share information during the summer term

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