



## HIGHGATE PRIMARY SCHOOL

### **Transition Policy**

January 2022

‘All things must change, to something new, to something strange.’  
Henry Wadsworth Longfellow

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling in to their new learning environment in preparation for future learning and development.

Pupils at Highgate Primary School may make several transitions as they move through the school including:

- Transition from home to EYFS
- Transition from Nursery to Reception
- Transition from EYFS to Year 1
- Transition from one class to another
- Transition from Year 6 to secondary school

Each of these transitions is unique with its own challenges and expectations.

#### **Aims**

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Promote a happy transition from home to school and year group to year group.
- Support all children towards independence and develop their confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

#### **Principles that underpin the Policy**

This policy reflects the principles established within the school's Teaching and Learning policy.

- Approaches to teaching and learning are similar at the point of transition.

- Planning is based upon assessment from the previous class or setting.
- The approach to teaching and learning will meet the needs of the individual classes without preconceived notions of what is appropriate for the key stage.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress.
- Transition should be seen as a process rather than event.
- Parents and children should be informed and actively involved within the transition process.

### **The Family Centre**

The school's Family Centre introduces children and families to the school at a very early age and, in many instances, from birth. Alongside health services provided in partnership with Whittington Health such as pre-natal care, midwifery and health checks, the school provides a range of education services that support children's early education. Sessions in the Family Centre, such as 'Learning Together' and 'Stay and Play', support children's transition into Nursery and Reception. Often the sessions will be delivered by teachers and support staff from the school, allowing families to become familiar with the adults that will be working with the children once they start in Nursery and Reception.

### **Transition from home to Nursery:**

Once a place in Nursery has been confirmed, arrangements for transition are communicated to parents in writing. Families are invited to a meeting at which they meet the Nursery team and receive further information about the setting and the settling-in process.

New intake children visit school for two play sessions during the term before they start, to become familiar with their new school and the staff that will be working with and supporting them in September or January.

In the first two weeks of the Autumn Term, prior to the child starting, families either receive a home visit or attend a registration meeting at the school. Home visits are offered to children who are new to the school, i.e. have not been regular users of the Family Centre, or where a child is new to English. At this meeting, parents are invited to share information about their child. Parents of children who are familiar with the school, i.e. regular users of the Family Centre or who have siblings in the school, share this information at a registration meeting held in the Nursery classroom. The information gathered during these meetings is used by teachers to plan activities that are relevant, interesting and reassuring to children.

September intake children start Nursery in the third week of the Autumn Term. Children who are new to Nursery attend school for three short days, after which they are joined by the children who attended Nursery in the previous year. All children start full time at the start of Week 4. January intake children initially join the existing class for three short days before starting full time.

During the first few weeks at school, parents are invited to spend time settling their children into the new setting.

### **Transition from home to Reception:**

Once a place in Reception has been confirmed, arrangements for transition are communicated to parents in writing. Families are invited to a meeting at which they meet the Reception team and receive further information about the setting and the settling-in process.

New intake children visit school for two play sessions during the term before they start, to become familiar with their new school and the staff that will be working with and supporting them in September.

In the first two weeks of the Autumn Term, prior to the child starting Reception, families either receive a home visit or attend a registration meeting at the school. Home visits are offered to children who are new to the school, i.e. have not been in Nursery or have not been regular users of the Family Centre, or where a child is new to English. At this meeting, parents are invited to share information about their child. Parents of children who are familiar with the school, i.e. regular users of the Family Centre or who have siblings in the school, share this information at a registration meeting held in the Reception classroom. The information gathered during these meetings is used by teachers to plan activities that are relevant, interesting and reassuring to children.

Children start Reception in the third week of the Autumn Term. For the first three days, children stay until lunchtime, and on Thursday and Friday stay for lunch and a short lunch play. All children start full time at the start of the fourth week.

### **Transition from Nursery to Reception**

Nursery children are generally confident about the move to Reception, given they share the outdoor space and have daily interactions with the Reception teaching team. In the second half of the Summer Term the Reception teachers lead some sessions in Nursery, and Nursery children spend some time in their new setting.

The parents of existing Nursery children moving into Reception attend the July meeting for new parents, and their children join those who are new to school at the two play sessions held at the end of the Summer Term.

Transition meetings take place at the end of the Summer Term between Nursery and Reception staff at which the child's EYFS Profile, Special Book and important pastoral information is discussed.

### **Transition from EYFS to Year 1**

Transition from the Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.

During the Summer Term, Year 1 teachers spend time in the Reception classrooms and outside space with the children they will be receiving. Towards the end of the Summer Term, children visit the Year 1 classrooms and take part in an activity morning with their new teacher.

Reception teachers prepare a Pupil Progress Summary, which identifies gaps in children's learning and makes recommendations for interventions that are planned to start in September. Time is given for the EYFS teacher and Year 1 staff to meet to share the EYFS Profile, Pupil Progress Summary and pastoral information.

During the first two terms in Year 1, children experience a gradual transition from the play-based approach to teaching and learning which they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions.

At the start of the year, key aspects of the learning environment and pedagogy are familiar to the children, such as areas of continuous provision both inside the classroom and outdoors. Teachers gradually increase the amount of whole-class teaching and independent work, with more whole class lessons delivered alongside opportunities for play-based learning. The expectations with regard to how this complex process is managed are set out in Appendix 1.

### **Transition to school mid-year**

With relatively high levels of pupil mobility, the school places great emphasis on ensuring that all children starting school within the academic year experience a positive transition.

Once a place has been confirmed at the school, the school office will liaise with the child's previous school to ensure that all records are transferred to school in a timely manner. At this stage, the child and parents are invited to visit the school within the school day. The family are given a tour of the school premises and are introduced to their new class teacher.

After the tour, a registration meeting takes place. At this meeting, parents are responsible for sharing any information about their child that will help support the school to meet the child's educational, pastoral and health needs. The information gathered during these meetings is shared with the class teacher, who uses it to plan a successful introduction to the class. A list of the information that needs to be shared at this meeting is set out in Appendix 2. All relevant information arising from this meeting is also shared with the relevant professionals, for example the school's Inclusion Manager, Pastoral Support Officer and EAL Coordinator. Where there are more complex needs, a separate meeting is held with the appropriate member of staff, for example Inclusion Manager or Pastoral Support Officer.

In a situation where there are spaces available in both classes within a year group, a decision is made by the Headteacher with regard to the most appropriate class to place the child. This decision will take into consideration both the needs of the child and the needs of the class, with the aim of having two well-balanced class groups. Where appropriate, the Headteacher will consult with colleagues, including the school's Inclusion Manager and the relevant Phase Leader.

At this stage, a start date is agreed, allowing sufficient time for the school to prepare for the arrival of the child. This will vary according to the specific needs of the child. Where possible, a time will be made for the family to meet with the class teacher in advance of starting school. At this meeting the specific arrangements for the child's first day will be discussed with the family.

The class teacher is responsible for preparing for the child's arrival at school, which might include agreeing where the child will be seated, ensuring they have a labelled peg and ensuring all necessary equipment is in place. A class buddy will be identified, who will be available on the first morning to take the child on a tour of the school and support the child to settle in to their new class.

The Headteacher will share any relevant information of new arrivals with staff within the weekly business meeting.

During the first two weeks of school, the class teacher is responsible for carrying out a baseline assessment of the child's levels of attainment.

### **Transition from class to class**

All children visit their new classes towards the end of the Summer Term, spending a morning in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.

Transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each child. The class folder is handed over at this meeting, which contains relevant information about the class including the Pupil Progress Summary, progress and attainment data, any special educational needs, stages of language acquisition and pastoral and health information (Appendix 2). As appropriate, the Pastoral Support Officer or SENCo will also meet with the receiving class teacher.

Assessment information on children's attainment, progress and targets is also shared through the Target Tracker database and the handover of class assessment files for Reading, Writing and Maths. The receiving teacher also has access to each child's end of year school report.

The progress of all children vulnerable to underachievement is discussed at Pupil Progress meetings held at the end of the Summer Term. Strategies to accelerate the progress of any pupils identified as underachieving are agreed by the class teacher and Inclusion Manager. These are recorded in the class Pupil Progress Summary which is shared with the receiving teacher at the handover meeting.

Parents have the opportunity to meet the receiving teacher at the school's Open Evening, which is held during the final week of term. This is followed by a meeting with parents during the first two weeks of the Autumn Term, which provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year. A timetable and year group newsletter are shared with parents at, or shortly after this meeting.

Whilst some activities in the first week of the Autumn Term are specifically planned to help children settle in to their new environment and get to know the adults who are now working with them, it is our policy to move to a regular timetable as soon as is practicable in order to maximise the children's learning opportunities.

### **Transition from Primary to Secondary School**

A Secondary Transfer Meeting is held towards the end of the Summer Term for parents of children in Year 5 at which the process of secondary transfer is explained.

The Headteacher writes to all Year 6 parents in September to explain the process of applying to a secondary school. This letter includes an offer to discuss the process in further detail, either with the Headteacher or the school's Pastoral Support Officer. This letter is accompanied by the Haringey booklet 'Applying for a Secondary School Place'.

Once places have been offered and accepted, the school liaises with each receiving secondary school and engages in their transition programme. This varies between schools but may include the child meeting the Head of Year 7, meetings between the child's class teacher and Head of Year 7 and time spent on transition projects in the child's new school.

The school shares pupil information with the receiving school, including end of KS2 attainment levels and important pastoral information. Pupil records are transferred to the receiving secondary school which will include the child's annual school reports, information about special educational needs, medical issues and significant pastoral information. Records of safeguarding concerns are also passed on to the receiving school.

In the second half of the Autumn Term, all pupils in Year 6 complete a unit of work called 'Moving On Up', which addresses many issues associated with transition, including PSHE and Citizenship topics such as dealing with peer pressure, personal safety, planning routes to school and Sex and Relationships Education. Pupils from Year 7 are invited back to school to share their experience of transition. Children make their own book containing their reflections on their time at primary school.

The achievement of the cohort of children leaving primary school is celebrated through a Year 6 leavers' performance to the school community, a special leavers' assembly, a leavers' party (organised by parents) and the traditional signing of shirts on the last day. Past pupils are always welcome to come back and visit their old primary school.

**Links to other policies**

Please refer to:

- Teaching and Learning Policy
- Admissions Policy
- Early Years Foundation Stage Policy
- Assessment Policy

**Policy Communication and Review**

This policy is available on the school website and a copy of this policy will be available to all members of the school community through the school office.

This policy will be reviewed every four years by the Governor's Curriculum Committee.

## Appendix I: Transition from Reception to Year 1

	Learning Environment	Timetable/pedagogy
Autumn 1	<ul style="list-style-type: none"> <li>• Free-flow between interconnected classrooms</li> <li>• Free-flow to outside space</li> <li>• Classroom reflects areas of learning</li> <li>• Some tables for group work</li> </ul>	<ul style="list-style-type: none"> <li>• Play-based approach to learning</li> <li>• Daily phonics lessons</li> <li>• Whole-class carpet sessions in Maths and English (20 minutes)</li> <li>• Carousel of related activities with guided group work</li> <li>• Singing, Signing and Class assemblies</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• Free-flow between interconnected classrooms during afternoons</li> <li>• Free-flow to outside space during afternoons</li> <li>• Classroom reflects areas of learning</li> <li>• Some tables for group work</li> </ul>	<ul style="list-style-type: none"> <li>• Play-based approach to learning</li> <li>• Daily phonics lessons</li> <li>• Daily whole-class carpet sessions in Maths and English, one during morning, one during afternoon (30 minutes)</li> <li>• Carousel of related activities with guided group work</li> <li>• Shining Stars/Wonderful Work assemblies</li> <li>• Morning Playtime</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• Free-flow between interconnected classrooms during afternoons</li> <li>• Tables for independent and group work</li> <li>• Focused activities in outside space</li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics lessons</li> <li>• Morning whole-class sessions in Maths and English (45 minutes)</li> <li>• Weekly news writing</li> <li>• Play-based learning during afternoons</li> <li>• Guided group work</li> <li>• Headteacher's whole-school assembly</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Classroom-based teaching</li> <li>• Free-flow between interconnected classrooms when appropriate</li> <li>• Tables for independent and group work</li> <li>• Focused activities in outside space</li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics lessons</li> <li>• Daily whole-class sessions in Maths and English (45 minutes)</li> <li>• Weekly news writing</li> <li>• Play-based learning during afternoons</li> <li>• Guided group work</li> </ul>

### **Appendix 3: Mid-year registration meeting**

The following information requested at mid-year registration meeting:

- Reports from previous school
- Level of any previous formal assessments, e.g. EYFS Profile, Y1 Phonics Screener, KS1 SATs
- Information regard to any special education or additional needs
- Information with regard to any specific pastoral needs
- Information with regard to child's level of English, including languages spoken at home
- Relevant medical information, including allergies

### **Appendix 3: Information to be handed over at Transition Meetings**

The following information should be contained within a class folder:

- Class Information sheet: contextual information (from Integr8)
- Class Mobility Data
- Completed PPG Pupil Progress Summary (for current year)
- PPG Pupil Progress Summary for coming year, identifying interventions planned for Autumn Term
- Attainment Data (levels) for reading, writing and maths
- SEN information: Individual Plans and Pupil Profiles for all children with Statements or EHCs, and some at SEN support
- Whole class SEN/Pastoral record, including nature of concern and any interventions
- EAL information: Stage of Language Acquisition
- Important Medical information
- Assessment files for Reading, Writing and Maths