



St Joseph's Catholic Primary School

Transition Policy

Revision	Date	Author	Reviewed by	Date	Summary of Amendments	Approved (Date of GB Meeting)	Next Review	Responsible Committee
1	01/01/23	G Bath	C&SI	13/01/23	New Policy Document	26/01/23	January 2026	C&SI

Transition Policy

Vision



Together we love - Together we hope - Together we learn

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Aims of this Policy

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Aims and Objectives: 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. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Key Policy Principles

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class/setting

- Styles of teaching and learning meet the needs of the children and not preconceived notions of what is appropriate for the next phase/key stage
- There is a professional regard for the information from the previous setting/phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives attention to the particular needs of the children

Transition from Pre-School to the Foundation Stage

- Discussions occur between our teachers and staff from other schools or providers
- Individual tours of the school and open days are offered to all incoming parents and children
- Parents of prospective Reception children are invited to a meeting after their first visit to talk through the transition process
- Parents receive a 'Parents' Pack' with information about the school and its procedures
- Prospective children visit school for a stay and play during the term before they start, to become familiar with their new school and its setting
- Children begin full-time during the September of the school year (September – August) in which their 5th birthday occurs.
- Through observations, a baseline record (statutory assessment) is completed within the first few weeks of entry to the Foundation Unit – this will also highlight the need for any early intervention
- A meeting for parents during the Autumn Term is arranged to explain the teaching of the EYFS curriculum
- The Foundation Unit staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children
- Formal meetings occur with all parents of children during their first term within the school.

Transition from the Foundation Stage to Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage. Teaching and learning is delivered in a creative and hands-on way to support the children's transition. The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children (e.g. reading, writing, maths, construction and role play areas). Although Year 1 is the first year in which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 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.

- Foundation Stage teachers inform the future teacher of the child's level of ability, Special Educational Needs and any other information relevant to the well-being and development of the child.
- Information passed onto Year 1 teachers includes:
 - Knowledge of the Phonics phases and sounds within
 - Reading ability
 - Writing ability
 - Maths ability

Transition in subsequent years throughout the school

The following procedures will occur:

- Teachers meet in the summer term to discuss individual children and their progress as they move from class to class
- All children visit new classes and work alongside new teachers on a Transition Day in the summer term
- Annual assessment (including KS1 SATs) informs the child's next teacher of targets and learning goals for the following year
- Throughout the year, there are shared opportunities (including house family groups) where children from different age phases mix together to enable them to get to know other staff as well as one another
- Transfer of records, for example, SEN data, assessment and attendance data

Children Joining From Another School To Our Year 1 To Year 6

The following procedures will occur:

- Individual tours offered to all incoming parents and children
- Induction sessions or visits are available to allow a child to become familiar with their new class and surroundings
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and/or SENCO
- A 'buddy' is identified to help the new child to integrate
- Records from previous school are made available to the class teacher and SENCO
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

Transition from Year 6 to Year 7

The following procedures will occur:

- Teachers from St Joseph's feeder secondary schools, most frequently Gordano and St Bedes (but other secondary providers too) visit to discuss children and they also provide lessons in specific subjects for Year 5 and Year 6 children on their own sites.
- The Year 7 tutors from secondary settings visit Year 6 to meet the children and discuss their thoughts and concerns ahead of transfer.

- A formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school to transfer particular information about individual children.
- The Year 6 teacher liaises with the Year 7 teacher from the receiving school to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEND) receive additional support before and after transition
- Year 6 children attend their prospective secondary school for a Transition Day during the summer term
- Year 6 children may engage in transition units in PSHE, literacy, numeracy or other areas of learning in association with their receiving secondary or as required by the secondary schools
- Children may be identified as benefitting from extra support and visits to help them transfer to secondary school – the children may visit as part of an enhanced transition package.

Approved by C & SI committee:

Date: 13th January 2023

Policy Monitoring And Review (To Include Sub-Committee)

This policy will be reviewed every three years by the C&SI Committee

Authorisation

Signed by (Chair of Governing Board)



Approved by Governing Body: 26th January 2023

Next Review Date: January 2026