



# Transition Policy

**UNICEF Articles relevant to this policy**

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## **Introduction**

At Colindale Primary School we endeavour to ensure a smooth transition for pupils between each year group and key stage. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life.

The key transition points for pupils in Colindale Primary School are:

- Home to Little Rainbows/Nursery/Reception
- Nursery to Reception
- From Reception to Year 1
- From Key Stage 1 to Key Stage 2
- From Year 6 to Secondary school

Each of these transitions is a unique phase which has its own challenges and expectations. We recognise that pupils are vulnerable at times of transition and so we implement a range of strategies and activities to ensure a smooth and happy transition, that contributes to the positive learning experience of the child.

## **Aims**

Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change
- A successful attitude and ability to take risks
- A clear understanding of the new expectations ahead of them
- The benefit of effective communication between relevant parties
- Access to appropriate high-quality resources
- Effective pastoral support
- The support of peers as part of a group
- A positive experience with minimal anxiety
- Appropriately challenging learning experiences from the start of their receiving phase

## **Home to EYFS transition**

The transition from a home setting to EYFS provision is a significant time in a child's life. It is important to support both the child and parents/carers sensitively through this transition.

## **Aims**

- To ensure the children's emotional well-being is a priority.
- To ensure good communication between staff, parents and children.
- To raise parents/carers awareness of school routines.
- To support the parent/child separation process and settle the child into their new surroundings.

## **Transition steps:**

1. We invite Nursery and Reception prospective parents to a welcome session in the summer term prior to their children joining the EYFS, where we explain what they and their children can expect when they start. Parents/carers receive a 'Welcome Pack' with information about the basic routines and expectations, as well as specific information about the Early Years Foundation Stage curriculum.
2. All prospective children visit, with their parents/carers, for a *Stay and Play* session in the summer term. We support the children during these sessions as they begin to familiarise themselves with the staff, the environment and other pupils.
3. At the start of the Autumn term, EYFS staff make home visits to meet the children and their parents/carers in an informal setting. The children enjoy meeting their new teachers in a safe and relaxed environment and it is a good opportunity to discuss matters on a one-to-one basis, including any specific needs. The home visit provides a solid foundation for building positive relationships between school and home.
4. We have a key person system, where each child is allocated to one member of staff who will help them to settle in and discuss any concerns with the parents/carers.
5. Parents are encouraged to complete an *All About Me Starting Nursery/Reception* booklet, giving information about their child's family and their interests. This enables the child's key person to gain an insight into the child's background, so they can support the child when settling in.
6. Children start coming to school gradually in small groups. This provides the opportunity for key persons to spend time with each child individually, getting to know them and helping them feel secure in their new surroundings.
7. During the first session, Little Rainbows and Nursery parents and carers stay with their child for an hour's introduction session. The child's day is gradually lengthened over time to ensure that they settle as happily as possible.
8. Children who attend full day sessions, will initially start with half day sessions, after one week they stay for lunch and on the third week, if they have settled, they stay for the whole day.

## **Nursery to Reception Class transition**

### **Transition steps**

1. For those children who do not attend our Nursery class, we follow the transition steps set out above from Home to EYFS.
2. In addition to these steps, we contact previous nurseries/pre-schools to enquire about the children's developmental progress. The child's key person and the AHT for Inclusion visit previous nurseries/pre-schools where a child is identified as having additional needs.

3. Most pre-school settings send an *All About Me* transition report and/or an end of year report for the children transitioning into Reception. Both documents, along with observations made on entry to Reception ensure the staff have detailed knowledge of each child's developmental needs.
4. For those children who attend our Nursery class, the Reception staff visit the Nursery children in the summer term. They spend time in the Nursery class to develop relationships with the children.
5. Parents of children in the Nursery class are invited to meet their child's key person in the Autumn term before their child starts Reception.
6. Once the school year has begun, pupils are gradually introduced to the routines of the school. Each child is paired up with a Year 1 buddy, the buddies spend some time introducing the new Reception children to the activities on offer in the Reception classes and support them during lunchtime play.
7. Reception children do not attend whole school assemblies unless on special occasions such as the Christmas Carol Concert and *World Book Day* celebrations.
8. Parents collect pupils from the classroom at the end of the session/day and therefore have regular daily contact with the class teachers and nursery nurses. The Reception staff are always available after school to chat to parents. They are proactive in talking to parents about issues that may arise with individual children.

### **Reception to Year 1 Transition**

We value a smooth transition from Reception to Key Stage 1 where each child feels confident, relaxed and valued in an atmosphere which encourages their all-round development.

#### **Aims**

- To settle into the routines of their new classroom and the larger community of the school.
- To continue the high-quality education experienced in the Early Years Foundation Stage in speaking, listening, concentration, persistence, co-operation, Literacy and maths incorporated in the six areas of learning.
- To ensure a gradual introduction to the Key Stage 1 National Curriculum.

#### **Transition steps in Reception**

1. Reception staff work on developing the pupils' independence, by introducing some Year 1 routines in the final term of Reception.
2. Circle time activities take place to alleviate any anxieties.
3. Children visit Year 1 classrooms to 'Meet their new teacher' and Year 1 teachers spend some time in Reception at the end of summer term whenever possible.
4. Reception children join Year 1 morning playtime for the last 2 weeks of the summer term.
5. Every Year 1 child buddies up with a child in Reception and writes them a letter about Year 1.
6. Parents are informed of the transition activities happening in Reception classes towards the end of the summer term so that they can help and support their children at home.
7. Meetings take place in the summer term between Reception staff and Year 1 teachers to discuss the children's progress. They inform the future teachers about the child's level of

ability, special educational needs and any other relevant information relevant to the well-being and development of the child. EYFS profile data and other records are handed over to make transition as smooth as possible.

8. A *Welcome to Year 1* meeting is held in the first week of term in September for all Year 1 parents/carers introducing them to the routines, curriculum, staff and expectations of year 1.

### **Transition steps in Year 1**

1. Children revisit Reception classrooms to welcome their Reception buddy.
2. EYFSP information is utilised to develop initial planning and to gain knowledge of each pupil from the reception staff.
3. Key Stage 1 plans are adapted to make them appropriate for the learning environment of the youngest children. Once pupils enter Year 1, teachers continue the transition work, by ensuring that the balance of teacher directed and child-initiated learning mirrors early years practice during the first half term in Year 1.
4. Classes progress to daily hour long English and Maths lessons when teachers feel that their pupils are ready.
5. An integrated thematic approach to topics wherever possible is introduced, so that it is more relevant and accessible for the young children.
6. There are opportunities for child-initiated learning.
7. There is continuing evaluation to include the use of assessment data from previous classes and early child observation in the new school year to inform planning of teaching and learning.

### **KS1 to KS2 transition (Year 2 to Year 3)**

1. Pupils are given clear explanations of different routines and procedures e.g., lunchtime before the end of Year 2.
2. Year 2 group and class sessions take place to address transition, changes and any worries/anxieties the pupils may have.
3. Visits to new classes to meet teacher and see new environment take place in the last two weeks of the summer term, before transition takes place, with planned transition activities.
4. There is planned individualised induction for some pupils with SEND depending on the pupil's needs
5. Parents have the opportunity to meet their child's new teacher in the last week of term.
6. A *Welcome to Year 3* meeting is held in the first week of term in September for all Year 3 parents/carers introducing them to the routines, curriculum, staff and expectations of year 3.

### **KS2 to Secondary School Transition**

Activities will take place from the Spring Term, starting in March just before children receive notification of their secondary schools, and will include the following (Link to PSHE Year 6 'Moving On' unit Spring 1):

1. Discussions to be held of feelings and concerns leading up to the notification of their secondary allocations (or not, as the case may be)
2. Opportunities to share their feelings around their given school, and, as appropriate, join with other children with places at the same school.
3. Discussions of how to prepare themselves for moving on in general – the process (e.g. school visits, buying uniform and equipment, finding out how to get there, practising the walking / bus route with family, asking older family members or friends who have already made the move to secondary school). Children could keep a log of things they have already done. Keep this general as some children may have no place or be on the waiting list for an alternate school.

In the Summer term this will become more focused, especially after SATs are over. Children to create personal journals to record personal aspects for themselves (Link to PSHE):

4. Work in a group with peers going to the same school, or individually, to explore the school's website and compile questions they may have. Discussion of similarities and differences between schools.
5. Fears over loss of friends and the making of new. Explore strategies to keep in touch / make new relationships (Link to SRE).
6. What to do if they need help or support when they are at their new school. Who can help? What can they do to help themselves?
7. Clear timetable for staff as to when secondary school staff will be visiting / whether they wish to speak with the pupils when they do, and communication of this to the children.
8. Follow up by staff with schools that haven't organised to visit CPS, actively seeking to pass on information or questions children may have.
9. Letter / email writing activity to new school (individually or as a group) to express feelings, concerns and questions (Ideally to a member of staff who could respond!)
10. Children to be made aware of dates and nature of planned farewell activities happening at CPS (leavers' hoodies, yearbook, BBQ / outing, performances to parents, graduation ceremony) and to be involved in plans for these where appropriate.
11. Official visits organised by the secondary schools for the children – staff to check all children are aware of when these are and are able to attend.
12. Individual visits for more vulnerable & SEND children, accompanied by a member of CPS staff if appropriate.

### **Transition: From a previous school to Colindale Primary School**

- Buddy system set up to escort new child through first week
- Systems, rules and boundaries explained by class teacher
- Where possible, this induction will be carried out in a small group

### **Monitoring & Evaluation**

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases are monitored and evaluated by the Senior Leadership Team.