

Ysgol Gynradd Llanidloes Primary School

Transition Policy



This policy was adopted in May 2013

Signed: _____ (Chair of Governing Body)

Signed: _____ (Headteacher)

Reviewed: 3rd March 2015; 9th March 2016; 27th March 2017; 19th June 2018; 24th June 2020, 6th October 2021, 12th October 2022; 27th September 2023

Introduction

The Governing Body of Llanidloes Schools' Federation is fully committed to the welfare of each child. Care and attention are given to each stage of the child's transition into the school, through their seven years here, and beyond into Secondary School.

Aims of this Policy

Entering a new situation (a new classroom and a new teacher) can be a stressful time, and some points of transition can be especially so due to the change of environment, more formal classroom approaches, larger and unfamiliar surroundings. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aim of this policy to:

- Promote the smooth transition of children on entry to the school, throughout their seven years at the school and beyond;
- Prevent and alleviate stress;
- Promote continuity of teaching and learning.

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents and carers, existing staff, receiving staff and, if age-appropriate, with the child;
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit;
- Relevant medical information alongside any additional needs;
- Timescales for transition are variable to meet the individual needs of the child;
- Other relevant information, for example, social care issues, additional learning needs;
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

Transition from a Pre-School setting into a Reception class

- Getting to know one another – school staff visit pre-school settings, and pre-school children tour the Reception classrooms;
- Children in pre-school settings are invited to school events, for example, class assemblies, Christmas production, sports day;

- Information sharing – staff from pre-school settings (Crocs and Little Heroes) discuss new intake with school staff and teachers;
- New starter meeting – parents and carers of new intake meet with school staff;
- Children receive a transition booklet containing photographs of staff, the school uniform, the school environment, etc;
- Home visit – the child’s teacher and a TA make a brief visit immediately before the child starts school;
- Children attend half day a week for their initial week as a gradual introduction into their class and school.

Transition from class to class

Smooth transition is aided by:

Transfer of records

Profile folder to include:

- End of year reports;
- Child assessments;
- Validated assessment details (English, maths and science);
- ALN details (including IDPs, etc);
- Class groupings – to be used as a guide.

Programme of events to ease the transition process, as follows:

- Meet the teacher session;
- Pupils to spend an afternoon in new class in July;
- Walk around any new areas; classrooms, cloakrooms etc;
- Information on how pupils will get into school in the mornings and arrangements for home time.

Class to Class

Throughout the child’s time at school, smooth transition from class to class will be encouraged by:

- Pupils encouraged to share good work with teacher of their ‘next class’;
- Teachers meet in summer term to discuss individual pupils in their new classes;
- ‘Meet the teacher’ afternoon in July;
- Class behaviour and expectations set by class teacher immediately in September following a consistent whole-school approach;
- Open afternoon visits to new class with pupil and parents or carers.

Transfer of records:

- Individual Development Plans;
- ALN information;
- Assessment information;
- Ability groupings for English (phonics, group reading, spelling, writing) and Mathematics.

To help with continuity and progress, the child's class teacher meets with their new class teacher for discussion.

Children joining the school

- Individual or group tours offered to all incoming parents or carers and children;
- Time for the child to spend with current class is offered, if circumstances are appropriate, to help them to get acquainted with their new surroundings;
- Parents or carers receive a prospectus and a pack of information about the school including a personalised letter;
- New children are assessed quickly by class teacher;
- Peer support is promoted by the class teacher to help the new child to integrate;
- Records from the previous school(s) are made available to the class teacher whenever possible.

Transition from Primary to Secondary

In almost all cases the pupils will transfer to Llanidloes High School which occupies a joint but separate campus with the school. See also the cluster transition plan.

Year 6 pupils are offered the following as part of the process of secondary transition:

- Two lessons in the High School during the year;
- The opportunity to spend break times at the High School;
- Attendance at cluster transition days: events with other feeder primary schools;
- Two full days spent at the High School with formal lessons;
- Y6 teachers attend transition meetings with High School teachers;
- Y6 teachers transfer a profile (the red file) of assessment and transition needs for each child to the Head of Y7;
- Identified children (ALN, CLA) receive additional support before and after transition;
- Transfer of pupil records to secondary school;

- The Head of Y7 and Y7 ex-pupils visit Y6 children to discuss their thoughts and concerns ahead of transfer;
- Parents and carers' open evening held at the High School in September to discuss future secondary school transfer;
- Teachers deliver pupils' exercise books from the summer term of Y6 to the High School for Y7 teachers to refer to.

Equal Opportunities

We recognise that for some children, for example, those with additional learning needs or English as an additional language, children looked-after or bereaved children, transition may be a stressful period of time that can affect their progress. We will ensure that we identify those children requiring special attention and support, whatever their race, colour, gender or beliefs, at an early stage and the receiving teacher is made aware of this. Ysgol Gynradd Llanidloes upholds its anticipatory duty towards all incoming pupils.