

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL



TRANSITION POLICY

Introduction:

Wentworth Church of England School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition into and through Wentworth C of E School 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, e.g. Key Stages, can be especially so due to the change of school, a more formal classroom approach, larger and unfamiliar environments. 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 Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour.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 aims of this policy to:

- Promote the smooth transition of children throughout their time at Wentworth 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/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 e.g. social care issues, special educational needs.
- ✓ Safeguarding information (all compliant with Data Protection Act) will be shared
- ✓ On a 'need to know' basis.

Key Stage 1 – Key Stage 2

Smooth transition will be encouraged by:

Transfer of records:

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Profile folder to include:

- ✓ termly progress reports
- ✓ SATs Papers from end of Key Stage 1
- ✓ Validated end of key stage assessment details (English, maths and science)
- ✓ SEND details (inc. – IEPs, G&T, etc)
- ✓ Class groupings – to be used as a guide

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

- ✓ Children encouraged to share good work with teacher of 'next class.'
- ✓ Children to copy up their best piece of writing (child's choice) to hand to new teacher during Moving Up Morning. This becomes the first page of their new writing book.
- ✓ Teachers meet in summer term to discuss individual children in new classes.
- ✓ One formal morning visit to new class and new teacher in July, 'Moving Up Morning.'
- ✓ Class behaviour and expectations set by class teacher immediately in September.

Transfer of records:

- ✓ Individual and Group Education plans
- ✓ Pastoral Support Plans/Well-being information
- ✓ SEND information
- ✓ Assessment Folders (incl. tracking grids)
- ✓ Ability groupings for English (phonics, Group Reading, spelling, writing) and mathematics
- ✓ Intervention sheets
- ✓ Pupil Progress Documents/Well-being documents

Children Joining the school

- ✓ Individual or group tours offered to all incoming parents/carers and children.
- ✓ Time for the child to spend time with current class is offered, if circumstances are appropriate, to help get acquainted with their new surroundings.
- ✓ Parents/carers receive a prospectus with information about the school.
- ✓ New children assessed quickly by class teacher
- ✓ A 'buddy' identified by class teacher to help the new child to integrate
- ✓ Records from previous school made available to class teacher and SENCO

Primary (Key Stage 2) to Secondary (Key Stage 3):

- ✓ Taster days at local feeder secondary schools where they are offered

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- ✓ Parents/carers and children encouraged to attend Open Days and Evenings;
- ✓ Children are encouraged to attend sporting, music and G&T sessions at secondary schools.
- ✓ Year 6 teachers attend transition meetings with local secondary schools
- ✓ Year 6 teacher completes a profile of assessment and transition needs for each child to pass onto secondary school.
- ✓ Identified children (SEN, LAC) receive additional support before and after transition.
- ✓ Transfer of pupil records to secondary school.
- ✓ Identified children (e.g. SEN) receive additional support before and after

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language, bereaved children, transition may be a stressful period that can affect their progress. Hence we will ensure we identify those children requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this. Wentworth C of E upholds its anticipatory duty towards all incoming pupils.

Effective Date

This policy became effective in summer 2014, will reviewed in summer 2016.