



Transition Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

Our Vision:

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum**. **We take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

**At Greasley Beauvale Primary and Nursery School, you are
"Learning for Life" to "Paint Your Own Rainbow"**

This latest update of this policy was approved in January 2025

Date of next review: January 2026

Signed:

(Chair)

Date: January 2025

Nominated SLT member responsible for policy: Taryn Manson

Transition Policy

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1. Legal framework

- a. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - The Data Protection Act 2018
 - The Education Act 2011
 - The Equality Act 2010
 - DfE (2015) 'Special educational needs and disabilities code of practice
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2021) 'School Admissions Code'
 - STA (2020) 'Assessment framework: Reception Baseline Assessment'
 - DfE (2024) 'Keeping children safe in education'
- b. This policy operates in conjunction with the following school policies:
 - General data protection regulations policies
 - Child Protection and Safeguarding Policy
 - Health and Safety Policy
 - Special Educational Needs and Disabilities (SEND) Policy

2. Aims of this Policy

Transition does not just refer to a child starting school in Nursery or Reception. Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time. Some points of transition e.g. Reception to Key Stage 1 (KS1), can be especially so, due to the change of 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress and it is important to minimise any chance of this impacting on well-being, behaviour and learning. Therefore this policy aims to:

- promote the smooth transition of children at the start of each new academic year or setting;
- prevent and alleviate stress through careful planning and a detailed 'handover';
- promote the continuity of teaching and learning;
- address practical issues such as (but not limited to) planning, assessment and class organisation.

3. Defining the Term

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 have been designed to support children as they move to a new learning environment so that their progression in learning has continuity and learning is not interrupted by the move to a new setting. At Greasley Beauvale care and attention are given to each stage of the individual's transition to, through and beyond the school.

4. Principles that Underpin the Policy for all Stages:

- 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 e.g. routines, interests, family unit and relevant medical information, alongside any additional needs;
- timescales that are variable to meet the individual needs of the child;
- clarity of needs of the children, identification of vulnerable groups and accountability grids/provision maps as appropriate, other relevant information e.g. involvement of external agencies, Special Educational Needs and Disability (SEND), Pupil Premium (PP and PP+), English Additional Language (EAL), Looked After Child (LAC) etc.(all compliant with the General Data Protection Regulation 2018) will be shared on a 'need to know' basis with key named professionals;
- staff allocation gives particular attention to the particular needs of the child/children after extensive discussion;
- approaches to teaching and learning are considered and form part of the transition process in order to meet the needs of the children, not necessarily only the school stage
- planning is based upon assessment information from the previous class/setting;
- transition motivates and challenges children;
- key aspects of the changing environment are highlighted to ensure success, including toilets, drinking fountains, which doors to use and daily routines;
- key questions are pre-empted for social development for children (e.g. Who will be the main person for me to ask questions? Who can help me?);
- consistency and continuity through the use of our curriculum sequencing and progression;
- information to be shared with the secondary schools to ensure that new learning is an extension of previous learning and children are not 'standing still';

- where there are concerns that a child may struggle with the transition, a transition plan is put in place for that particular child and they are involved in the development of this, where appropriate.

5. Transition into Reception

At Greasley Beauvale Primary and Nursery, we use the following processes:

a. Nursery Provider to Nursery or Reception

Throughout the summer term (or as soon as the school is made aware of the new starter in the case of new Nursery starters), the Early Years Lead and Nursery or Reception staff liaise with Nursery staff at various settings through phone calls, in person meetings and 'Early Years forum' meetings run by the local authority. 'Getting to Know Me' forms are completed (and shared with parents) by the Nursery settings and these are shared with the Nursery or Reception staff.

b. Families to Nursery or Reception

School visits are planned for all families in the term before their child starts at the school. Families are invited to come into school, have a tour of the school, see the learning area and to have an informal chat with the teaching staff.

c. Parents to Reception

They are invited to a transfer meeting held by the Head Teacher and Early Years Lead where the admissions procedure is explained and any questions can be answered. Parent support packs are provided containing phonics, maths, name writing and fine motor skills activities. The school 'All about Me' document is given out to be completed at home and returned to school. Information on Pupil Premium funding is also including ensuring eligible children receive the additional support promptly upon joining the school.

d. Children to Reception

Children are invited in for three stay and play sessions. The first session is a shorter session and parents are on site. The second and third sessions are slightly longer and parents are not on site.

The visits are intended to allow the children to become familiar with:

- their new teacher and additional adults in the setting;
- some of the children they will be working with;
- their new environment;
- the surrounding school building;
- a selection of class-based activities.

e. Children starting School in Reception:

For most of the first week of the autumn term, the new Reception children only attend school for part of the day. The arrangement for the first two weeks of school for reception children is roughly as follows:

Each day of the first week of	Mornings 8:55am – 11:15am	Children born between 1 March and end of August
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school (this is usually only 2 or 3 days)	Afternoons 12:45pm – 3:15pm	Children born between 1 September and end of February
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Monday	All children attend school from 8:55 – 12:00 (no dinner at school)
Tuesday	All children attend school from 8:55 – 13:00 (dinner will be served at school)
Wednesday	All children attend school on a full time basis, 8:55am – 3:15pm
Thursday	All children attend school on a full time basis, 8:55am – 3:15pm
Friday	All children to attend school. Parents invited to come into class, any from 14:00 – 15:15 to see their child and speak to the teacher, and to then take their child home early.

The children have all playtimes and lunch plays in the Reception outside area. For the first few weeks, Reception staff stay in the dinner hall with the children to support them with the new routine and good eating and table habits. The above programme of visits and transfer into school will be followed as stated, however, within the structure there is a certain amount of flexibility and should the need arise the programme can be adapted accordingly.

6. Transition into Year 1

We recognise that for some children this stage of transfer, to more formal learning, can be difficult and a period of adjustment is needed. In order to try and ensure a positive and smooth transition we have identified the following:

- closure of the dividing door at some points in Reception during the summer to create a more formal classroom environment;
- opportunities for structured Maths and English lessons in Reception in the summer term;
- moderation of data and what this means with the Reception and Year 1 teams;
- joint playtimes with Key Stage 1 children and staff, with shared equipment / activities being introduced as soon as the Reception children are ready (often summer term);
- children are encouraged to visit Year 1 to share good work, throughout the summer term;
- Year 1 teachers to spend time in the Reception classes during the summer term,; e.g. reading a story, child initiated play, break times etc;
- Year 1 classrooms to reflect a similarity to the Reception classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity;
- meet the teacher Parents/ Carers' event.

a. Approaches to Teaching and Learning in Year 1:

- opportunities in the first term for some child initiated play;
- opportunities for role play areas;
- continued use of kinaesthetic teaching;
- time taken to observe the children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided accordingly.

b. Transfer of Information:

- Year 1 teacher made fully aware of EYFS Profile for each child. These are passed onto the Year 1 teacher in the summer term;
- phonics assessments are shared with Year 1 teachers to help identify areas of strength and weakness;
- children who may need additional help are identified;
- core subject data is shared (on INSIGHT);
- Independent writing books passed up, along with assessment grids for writing;
- additional information about the child passed on during handover and transition i.e. allergies, pupil premium accountability grids and tracking information

7. Transition from Year 2 (Key stage 1) to Year 3 (Key stage 2)

Whilst this is a primary school, as opposed to an infant and then a junior school, there are still issues of transition to be considered between KS1 and KS2. Cohort dependent, careful consideration is given to areas such as:

- in books, line spacing is narrower and maths squares are smaller;
- there no longer being an afternoon play time;
- KS2 have a different playground to KS1 with different play equipment;
- Having access to the field and MUGA during play times;
- children will need to know about safety when on the MUGA;
- children will no longer be the oldest in their groupings in school;
- assembly groupings are different (possibly days and times too);
- dinner time routines are slightly different

8. Transition into other years throughout the school

Throughout the child's time at Greasley Beauvale Primary School, a smooth transition from class to class will be encouraged by:

- whole-school and key stage assemblies;
- Rainbow Reward celebration assemblies;
- whole-school productions and singing;
- a variety of mixed year group 'after-school' clubs and activities;
- participation in and information to and from Pupil Parliament;
- teachers meet to discuss individual children's progress, as they move from class to class;
- 'class swaps' in July before the transition to a new year group;
- meet the teacher events for parents

a. Transfer of Information

- Phonics/spelling assessments are shared with teachers to help identify areas of strength and weakness;
- children who may need additional help are identified;
- core subject data is shared (on INSIGHT);
- Independent writing books passed up, along with assessment grids for writing;
- additional information about the child passed on during handover and transition i.e. allergies, pupil premium accountability grids and tracking information

9. Transition into the school

- individual tours offered to all incoming parents and children;
- environmental issues – toilets, drink fountains, which doors to use;
- opportunities for the child to spend time with the current class is also offered to help get acquainted with their new surroundings and classmates before their official start date;
- 'buddy' system in classroom to help the new child integrate;
- new child informally or formally assessed to gain insight into academic strengths and next steps as part of transition by class teacher;
- parents and carers receive a parent pack with information about the school;
- records from previous school made available to class teacher (as appropriate);
- Senior Designated Person (SDP) to sign for confidential documentation as appropriate.

10. Transition from Year 6 to Year 7

- our main feeder secondary school hosts a taster day each year for the year 5 children;
- teachers from secondary schools visit Year 6 from most feeder schools;
- identified children (vulnerable groups) receive additional support before and after transition, coordinated by the SENDCo and ELSA support team. This may include additional visits to receiving school;
- children with specific needs join a moving on group; they receive a considerable amount of support tailored to individual need;
- formal meetings between Year 6 teachers and the Year 7 staff from our main secondary feeder to discuss transition needs for the cohort;
- Year 6 staff, with support from the office staff, send over end of key stage data to the secondary schools;
- professional meetings for key vulnerable children coordinated by SENDCo;
- Senior Designated Person (SDP) from the admission and transition team in our school office ensures:
 - that records are transferred,
 - that confidential files are physically signed for (or electronically signed for where the secondary school uses the same safeguarding system as our school),
 - that all children have been allocated a secondary school place and support families where this is not the case;
- Year 6 children attend their prospective secondary school for a Transition day during the summer term;
- During the summer term, the Year 6 children complete a unit of learning around transition into secondary school, with their current class teachers.

11. Monitoring and review

This policy will be reviewed by the SENDCo, Miss Taryn Manson, **annually**. It will also be updated if any significant changes to the information are made during the year.

It will be approved by the governing body through the SchoolBus policy management system.