



Meadowside Primary School

Transition Policy

Reviewed: January 2023

Next Review: January 2026

Rationale

At Meadowside Primary School we endeavour to ensure a smooth transition for pupils entering school in Reception from pre-schools. Pupils and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school.

We recognise that all pupils are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition. These experiences could include moving up to a new year group, a new key stage, arriving at Meadowside or departing in-year and leaving primary to move to secondary settings.

Aims

- ❖ To provide a smooth transfer from pre-school to Reception for both pupils and their parents.
- ❖ To ensure that the pupils' emotional well being is a priority.
- ❖ To ensure good communication between staff, parents and pupils.
- ❖ To raise parents' awareness of school routines.
- ❖ To provide a smooth and positive transition at all stages following arrival at our school

Strategies Implemented

On Site Pre-school Little Meadow

We will endeavour to follow the timetable as laid out in appendix A which has been devised by Meadowside Reception team and Little Meadows Pre-school team. This timetable of events through out the year allows the pre-school pupils and staff to become familiar and confident with the school and members of staff and routines from the autumn term of the year prior to when they are due to start school.

Other Pre-school visits

Where possible, the Reception staff and teaching assistants will visit all pre-schools to meet the pupils, spend some time playing with them and talking to the pre-school staff to find out as much about the pupils before they enter the school.

Other Pre-school visits

Where visiting the setting is not possible, the Reception staff will endeavour to speak to the pre-school practitioners to find out information about the pupils who will be joining the school.

Home visits

Reception teacher and teaching assistant will offer a home visit to meet the child and parents. This is an excellent opportunity to meet the child and parents in familiar surroundings and discuss any issues or concerns they may have.

Admission & Induction

Meadowside Primary School offer a single intake in September. We invite the children into school in small groups with their parents for a stay and play session. This allows parents to gain a clear picture of what the children will be doing at school. It also offers an opportunity for all parties to get to know one another.

The school invites parents to their own welcome session where we explain what they and the pupils can expect when they first start school. Basic routines and expectations are discussed, as well as specific information about the Early Years Foundation Stage.

Pupils will start coming to school either in a morning or an afternoon session for the first few weeks, gradually increasing their hours, until commencing full time education.

Once the school year has begun, pupils will be gradually introduced to the routines of the school. In the initial part of the year, parents will accompany children to the classroom door at the start of the school day, ensuring that both parents and pupils feel secure and confident. Parents collect pupils from the playground at the end of the day and therefore have regular contact with the teachers. Observations are also sent home via the Tapestry app.

Initially, pupils will be supervised by Reception staff at playtimes to allow the children to feel confident and become familiar with playtime routines. Assemblies will be gradually introduced to the pupils again as they become more confident and familiar with school routines.

In term 1, once pupils have settled in to the routines and are becoming familiar with lessons, parents will be invited to attend a curriculum meeting. These enable parents to become more familiar and develop a greater understanding of what their children are learning and the educational reasons for this i.e. teaching of letters and sounds and how they can support at home.

Transition from Reception to Key Stage One

Rationale

At Meadowside Primary School we endeavour to ensure a smooth transition for pupils into National Curriculum from Early Years Foundation Stage. Pupils and parents need to feel happy, comfortable, reassured and confident to face the challenge of a new curriculum.

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage One is, therefore, an important transition. We have put into place a number of strategies to ensure that the move from Reception to Key Stage One is a smooth and happy one for the pupils. We endeavour to follow the timetable as laid out in Appendix B.

The following strategies are implemented:

- Good communication between Reception and Year 1 teachers.
- Year 1 routines mirror the balance of teacher directed and child initiated learning of Early Years practice during the autumn term. The length of time depends on the maturity and abilities of the class cohort.
- The amount of time sitting and listening will gradually increase, so children remain motivated and enthused learners.
- The importance of play is still emphasised both inside and outside.
- The year 1 classroom reflects the reception classroom with different areas of learning, for example; book corner, role play, creative, small world, maths and writing areas inside and outside where possible.
- Year 1 teacher to be aware of children who have not reached the ELG's. When planning, references will be made to both EYFS and National Curriculum documents.

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 full term in Year 1. The EYFS profile will be continued as appropriate for individual children.

Transition in subsequent years throughout the school

- Weekly whole school sharing assembly to improve cohesion amongst year groups
- Project based opportunities (eco-days etc.) where children throughout the school mix together to enable them to get to know other staff as well as each other
- Writing portfolios move with children to provide evidence of previous years' progress
- Teachers and teaching assistants meet in the summer term to discuss individual children
- All children visit new classes and work alongside new teachers on Transition Days in the summer term
- Tracking of children's progress through Pupil Progress Meetings. Current and future teachers are present at the July meeting. This data informs the child's next teacher of targets for the following year.
- There may be additional transition support put in place for children on SEN register.

Children Joining 'in year' from Year R to Year 6

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new 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

Transition of children with SEND (Special Educational Needs)

- The final My Plan meeting (summer term) includes the current and future teachers, as well as the parents, whenever possible.
- Parents are invited to discuss any concerns or reasons to celebrate with their future teacher during the transition period.

Transition of children from Year 6 to 7 (primary to secondary)

We aim to follow the schedule proposed in Appendix A

- Teachers from Meadowside's main feeder secondary school, Severn Vale, visit to provide a welcome and Q and A session with the children. Other receiving schools often visit as well, depending on numbers
- If required, a formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school
- 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 (GSP transfer form)
- Identified children (e.g. SEND) receive additional support before and after transition
- The transfer of records to the receiving secondary school takes place
- Year 6 children attend their prospective secondary school for a Transition Day (sometimes two days) during the summer term, if offered
- Transition booklets are offered and completed
- A transition toolbox kit of activities is explored in class through PHSE sessions
- Summer holiday transition programmes are available for some children where extra pastoral provision through Early Help has been agreed

Appendix A

Autumn Term		
<i>September</i>	*Year 6 Grammar Tests *Letters about applying for secondary schools sent to Year 6 parents	*Parents to take children to local secondary grammar for test *Secretary to send
<i>October / November</i>	*Prospective parents are invited to look around the school ready for the following year's Reception intake. *October: closing date for secondary school applications	*School secretary to book in diary and show round. *Meadowside to remind parents
<i>November</i>	* Involve Little Meadow staff in Christmas production meetings	* Liaise with LM to arrange suitable time for meeting.
<i>December</i>	* Invite Little Meadow staff and children to dress rehearsals/ performances for Christmas Productions.	* Set dates/ times with LM staff
	* Production takes place for Reception families and Little Meadow families.	

Spring Term		
<i>February</i>	Planning meeting with Meadowside and pre-school staff.	Arrange a date and time and meeting place.
<i>Term 4</i>	* Visit the pre school on a weekly basis with a group of YR children to share what we do at school with children and staff at LM.	* Class teacher to arrange suitable times for children to visit with LM staff.
<i>March</i>	* Class teachers to visit the children at various times. * Year 6 find out their secondary schools	* YR teachers to contact LM to arrange times.

Summer Term		
<i>April</i>	* Planning meeting with Meadowside and pre-school staff to sort out visits,	* Arrange a date and time and meeting place.

<i>Term 5 (April – May) progress to Term 6</i>	* LM to attend KS1 assemblies where possible	Liaison between teams if there is a problem with attending an assembly.
<i>Term 5</i>	LM to come and use the hall and playground when possible.	* Arrange at planning meeting.
<i>June – July</i>	<p>* Little Meadow to bring children across as appropriate for playtimes. LM staff to alert school on day with phone call and all LM staff to stay and supervise at play times.</p> <p>* Progress onto small group of children coming into classroom after playtime and staying for water/ playtime.</p> <p>* Appeals for secondary schools take place and are finalised.</p> <p>* Y5 parents apply to enter the grammar test for Sept</p>	<p>* LM able to notify on school on day. School secretary to alert duty staff.</p> <p>* Arrange at planning meeting</p>
<i>June - July</i>	<p>* Little Meadow to bring groups of children over for a PE session. Use of hall required for a morning slots as appropriate.</p> <p>*Y6 are offered visits to their allocated Secondary Schools for transition activities</p>	* Arrange sessions at planning meeting.
<i>June – July</i>	* Plan and organise a sporting event – i.e. mini Olympics/ mini world cup for YR children/ LM children. YR/LM staff to be present.	* Arrange sessions at planning meeting/ enter into school diary
<i>July</i>	Induction evening for new parents to meet school staff, and get ‘starting school’ information. There is an opportunity to ask questions if necessary.	
<i>July</i>	* Home visits for parents who wish it.	Offered and organised on the induction evening
<i>July</i>	<p>* Children come to an induction afternoon to explore the Reception classroom with their new teachers.</p> <p>*All Classes have at least one Shuffle Up session, to meet their new teaching team</p>	

<http://www.gloucestershire.gov.uk/education-and-learning/school-admissions/>

Follow the above link for specific dates and more information on school admissions.

Appendix B

<i>Throughout the year</i>	Reception children are given the opportunity to explore the year 1 classroom.	
<i>Summer Term</i>		
<i>May</i>	*Year 1 staff to observe in reception classroom at different times of the day to increase their own understanding of the FS curriculum.	Teachers to arrange times and cover if necessary.
	*Year 1 teacher to be involved in the Moderation of Foundation Stage profile.	
<i>June – July</i>	*Story times with new Year 1 teacher	Reception and Year 1 teachers to arrange dates.
	*Reception and year 1 teachers to meet to discuss children's progress and be aware of SEN, vulnerable and Gifted children.	
<i>July</i>	*Year 1 teacher to spend several sessions to get to know their new class.	
	*Parents of SEN to meet with new Year 1 teacher to discuss children's needs.	
	*Reception teacher to pass on the following documents to the year 1 teacher:- Profile data, Letters and Sounds assessment, Reading records and Writing portfolios. A copy of each child's report is available for the year 1 teacher to gain additional information	

September	*Year 1 children to come and use Reception outside play area and use the bikes.	
	*Children who did not achieve the ELG's to have intervention to narrow the gap as quickly as possible to enable them to move onto National Curriculum.	
September - December	*Routines mirror the balance of teacher directed and child initiated learning of Early Years practice, to follow the interests of the child.	Year 1 teacher to discuss routines with Reception teacher.
	*Learning through play to continue inside and out to allow for practise and consolidation of learning.	