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TRANSITION POLICY			

Paradise Primary School is fully committed to the social, emotional and educational needs of each child. We endeavor to pay particular care and attention to the progression and transitional stages of each child's educational life.

Transition

A child encounters and experiences many changes as they move from one learning environment to another. This journey of several transitions involves a process of change that requires a child to adapt their feelings, thoughts, attitudes and behaviours to meet new and challenging expectations.

Rationale

At Paradise Primary School pupils make several transitions:


- Upon entry to Nursery;
- Nursery to Reception;
- From Reception (Foundation Stage) to Year 1 (KS1);
- Class to Class (KS1 to KS2);
- From Year 6 to KS3 (Secondary).

Each of these transitions is a distinctive phase; each entailing its own challenges and expectations. Thus a smooth and successful transition that contributes to the positive learning experience of the child is essential. To help the child feel secure, confident and excited about moving stages we strive to ensure that each move is as 'smooth' as possible so that the pace and quality of learning is maintained.

Aim

Effective transition aims to ensure pupils have:

- Smooth transition at the start of each new setting;
- Confidence and ability to cope with change;
- A positive experience with minimal anxiety;
- 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;
- Effective pastoral support;
- Opportunity to develop faith through coping with new challenges;
- Continuity of teaching and learning;
- Opportunity to closely liaise with and fully inform parents at each stage of their child's progress and next steps.

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Equal opportunities and Inclusion:

- Children and parents are actively involved in the process;
- There are clear curriculum guidelines for pupils with learning difficulties at transition;
- There are clear processes for monitoring the impact of existing or new provision;
- The PSHCE (Personal, Social, Health, Citizenship, Emotional) curriculum and SEAL framework (Social & Emotional Aspects of Learning) is used to support transition.

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting is done in partnership with parents, existing staff, receiving staff and, if age, appropriate with the child;
- Discussions and collection of information focuses 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, looked after child etc. (all compliant with Data Protection Act) are shared on a 'need to know' basis.


Upon entry to nursery:

The following steps are taken to ensure that both the child and parents are confident, informed, relaxed and happy about the school:

- Home visits where possible;
- Settling in procedures;
- Role of key person;
- Comforters / objects of reference;
- Parents welcome pack / outline of routine / policies;
- School prospectus;
- If requested, individual meetings with new parent and the class teacher/ key person/ SMT/ Headteacher;
- Individual tours offered, and time for their child to stay with the current class, to get them acquainted with new surroundings;
- Staggered induction of children to ensure their key worker can spend time with them developing routines, settling in etc.

Nursery to reception

- Exchange of information for new children to school – Prospectus, Admission form;
- Familiarisation tour if required, and time for their child to stay with the current class, to get them acquainted with new surroundings;

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- Close links between reception and nursery staff, meeting to exchange information, nursery records;
- Reception teacher visits and works with nursery children on several occasions prior to transition;
- Nursery children – arranged visits to reception class and teacher/support staff;
- Initially only half day attendance for first week with children going home after having lunch;
- Welcome open morning for parents.

Reception (Foundation Stage) to Year 1(Key Stage 1)

We recognise that for some children this stage of transfer can be more problematic so to try and ensure a smooth transition we have looked at several areas: familiarisation, approaches to teaching and learning and transfer of information.

Familiarisation:


- Attending once a week whole school sharing assembly;
- Joint afternoon playtime with Key Stage 1 children and staff, with shared equipment/activities;
- Children encouraged to visit Year 1 to share good work;
- Year 1 teacher spends time in summer term with reception class – reading story, child initiated play etc.
- One ‘formal’ morning visit to work in Year 1 in July.

Approaches to teaching and learning:

- Awareness that some summer born pupils have only had two terms in reception and that the Year 1 teacher uses the Foundation Stage Curriculum to inform their teaching for these and possibly others (SEN, EAL, etc.);
- Opportunities in the first term for some child initiated play;
- Opportunities for role play areas;
- Continued use of kinesthetic teaching;
- Time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided accordingly.

Transfer of information:

- Year 1 teacher is made fully aware of Foundation stage profile for each child. These are passed onto Year 1 teacher in summer term. Individual scores are also collated onto a spreadsheet (and graphical representation) to indicate the class profile;
- Phonics Phase record sheet passed on;
- Children that may need additional help are highlighted.

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Class to Class (KS1 to KS2 and through KS2)

Throughout the child's time at Paradise Primary School smooth transition from class to class will be encouraged by:


- Weekly whole school sharing assembly;
- Children encouraged to share good work with teacher of 'next class';
- Teachers meet in summer term to discuss individual children;
- Receiving teacher visit class for short spells in summer term e.g. guided reading session;
- One formal morning visit to new class and new teacher in July;
- Transfer of records and IEPs;
- Assessment Folder (incl. distribution sheet);
- Profile folder (incl. parent consultation forms);
- Literacy record of Achievement;
- Ability groupings for literacy (phonics phase records sheet) and mathematics;
- To help with continuity and progress, the following most recent books will be passed onto the receiving class:
 - Literacy (writing);
 - Mathematics;
 - Science;
 - PSHE books;
 - RE/Islamiyah books;
 - Art Folder (for Key Stage 1 and Foundation Stage).

Primary (KS2) to secondary (KS3):

- Transition work completed in 2nd half of summer term;
- One day visit to new secondary school;
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school;
- Year 6 teacher completes a profile for each child to pass onto secondary school;
- Identified children (SEN, LAC) receive additional support before and after transition;
- Transfer of records to secondary school.

Equal opportunities

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

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Monitoring and evaluation

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases is monitored by the Key Stage leaders.

The Senior Management Team evaluates the transition processes annually and updates the procedures as necessary. Views of Parents and Pupils regarding transition arrangements are acquired and analysed via questionnaires completed during each summer term.