

Transition Policy



Sacred Heart Primary School
Dundrum

(Updated 2017)

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 has been adapted to support children in **settling** into their new learning environment in preparation for future learning and development.

Introduction

The Governing Body of Sacred Heart PS is fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond the school.

Aims of This Policy

Entering a new situation, for example, a new classroom and a new teacher can be an exciting time for children and parents but for some children the separation from the parent can cause anxiety and thus prove to be a stressful time. Some points of transition e.g. Foundation Stage to Key Stage 1, can be especially so, due to the change of 'play' based curriculum to a more formal teaching and learning environment. Rapid change can lead to uncertainty and insecurity. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aim of this policy to:

- Promote the smooth transition of children at the start of each new setting.
- 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, 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: routines, interests, family unit, and relevant medical information alongside any additional needs will build up a **profile** of each child.

- 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) will be shared on a 'need to know' basis, as per Child Protection Policy.

Entry to P1 from Nursery, Playgroup and Reception Class

- Welcome letter with teacher's and classroom assistant's photograph sent to the parent and child.
- P1 teachers visit local pre-schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings.
- Close links between reception, playgroup and nursery staff - meeting to exchange information and records.
- P1 Induction meeting for parents (June).
- Information pack (including core policies) given to all parents. The Core Policies pack includes Child Protection Summary, Complaints and Suggestion Policy, Intimate Care Policy, Staff Code of Conduct, Positive Behaviour Policy and Pastoral Care Policy.
- Induction afternoons for parents and pupils (June).
- Home visits will take place during Induction Week for children who did not attend a pre-school setting to meet the child and parents and observe the child in familiar surroundings.
- Staggered intake for first 2 weeks to allow children to settle in and baseline assessment to take place. Children go home at 12.30pm.
- Dinners available if parents require during the first two weeks.
- Dinner available from week three for all. Children stay for the full day.

Home Visits

Home visits when required will be arranged and carried out by the Class Teacher.

Pre-school to Foundation Stage

The staff at Sacred Heart Primary School Primary School aim to ensure a smooth transition for **all** children from the pre-school setting to the Foundation Stage. This is accomplished using a variety of successful approaches.

Transfer of Information:

In the summer term of the school academic year, Primary One teaching staff will liaise with all nursery and pre-school staff who have been involved with the new intake of children. Relevant information concerning each child will be shared and used effectively to ensure consistency and promote progression.

Familiarisation:

- Pre-school attend whole school assemblies- music, concerts etc.
- Primary 1 teachers spend time in summer term with reception, nursery and playgroup classes - reading stories, participating in child initiated play.
- Pre-school children have opportunities to use the school facilities i.e. hall, breakfast club etc. and socialise with other children in the school.
- Pre-school children visit P1 classes throughout the year.

Teaching and Learning:

A topic-based approach to learning is implemented in the Foundation Stage and the emphasis is on learning through Play, indoors and outdoors. Children leaving the pre-school setting will thus experience consistency in their daily routine and in their approach to learning.

Foundation Stage to Key Stage 1

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

Familiarisation: Children have the opportunity to:

- Attend weekly phase assembly.
- Attend whole school assemblies- music, concerts etc.
- Foundation Stage joins in with KS1 Christmas Production.
- Children are encouraged to visit other year groups to share achievements.
- Experience child initiated play sessions, which provides an element of consistency to the pupils' routine.
- Foundation Stage children have opportunities to use the school facilities; Breakfast Club, After School Clubs- younger children to interact with older children.
- Share playtime in the playground and interact socially.

Teaching and Learning:

To ensure consistency in their approach to learning, children will engage in a topic-based approach. Learning will continue to be activity based with some elements of structured play throughout each topic.

Transfer of Information:

In the summer term of the school academic year, Foundation Stage teaching staff will liaise with Key Stage 1 teaching staff to transfer pupil profile information.

Class to Class (Foundation Stage to KS1 to KS2 and through KS2)

Throughout the child's time Sacred Heart PS smooth transition from class to class will be encouraged by:

- Weekly whole school Assembly.
- Children encouraged to share good work with other teachers.
- Teachers meet in summer term to discuss individual children. Receiving teacher visits class for short spells in summer term e.g. guided reading session.
- One formal morning visit to new class and new teacher in June.
- Phase meetings for parents in September.
- Transfer of pupil profile information which may include:

IEPs /Use of SIMS data (PIM and PIE) /CBAs /Assessment Folder /Profile folder / Literacy record of Achievement / Pupil Report. / Cross Circular Skills Levels of Attainment / Teachers' record of ability groupings in Literacy, Mathematics and Spellings.

Primary (KS2) to Secondary (KS3)

- Transfer meeting for Year 7 pupils in the Autumn Term to explain Transfer Procedure.
- Parents assisted with Transfer Forms if required.
- Transition work completed in 2nd half of summer term.
- One day visit to new secondary school.
- Sport /PE /Cookery /Design and Technology sessions are availed of when these visits to local secondary school occur.

- Formal meeting between the Primary 7 teacher and the Year 8 tutor of receiving secondary school.
- Pupil profile for each child to pass onto secondary school.
- Identified children (SEN, LAC) receive additional support before and after transition. Transition reviews completed on time.
- Transfer of records to secondary school.

Equal Opportunities

We recognise that for some children, for example, those with Special Educational Needs, Looked After Children, and those with English as an additional language, transition may be an anxious period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, regardless race/colour/gender/creed, at an early stage and the receiving teacher will be made aware of this.

This policy will be reviewed annually.