

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values to be the best we can be.

Title of Policy	Transition Policy
Date Adopted by the Governing Body	October 2019
Review Date	July 2022
Signed by the Chair of Governors	

Introduction:

At Bampton CE Primary and Nursery School, we endeavour to ensure a smooth transition for pupils between Home and Nursery, between Nursery and the Reception class, between EYFS and Key Stage 1, between KS1 and KS2 and finally between the end of Key Stage 2 and secondary school. Children and parents/carers need to feel confident in facing the challenge of starting school and the significant changes that occur as children progress through their school life. We recognise that children can be vulnerable during transition periods and therefore, we implement a range of strategies and activities to ensure smooth and happy transitions.

Aims

- To ensure each period of transition is as smooth as possible.
- To ensure that children's emotional well-being is a priority.
- To ensure good communication between staff, parents/carers and pupils.
- To raise parents' awareness of school routines and how to support their children at school.
- To build positive working relationships and effective communication with feeder secondary schools.

Transition to Nursery

- Parents and children are given the opportunities to visit the school and spend time within the setting.
- A parents/carers' information meeting is arranged prior to the child starting the Nursery followed by a play and stay sessions. In the meeting, parents/carers are given practical information and a starter information pack (which includes information about how parents can help their child at home). Information and suggestions are also given on how parents/carers can help their child to settle in the Nursery as quickly as possible.

Transition to Reception

- The Nursery and Reception Class staff work closely in order to cater for individual needs and abilities and children are familiar with staff. Teams meet to moderate to ensure accuracy.
- Children's needs and levels of development are discussed on a regular basis. Learning Journeys and other assessment data is shared with staff and parents/carers.
- Nursery and Reception have adjoining outside areas and regular free-flow times are arranged throughout the year to allow Nursery children to explore the Reception outdoor and indoor areas. This aids a smooth transition into the Reception class.
- When new starters are joining our Reception Class from different settings, the Reception Class teacher will visit each child in their setting during the summer term and prior to Shuffle-up Day, where possible.
- An information meeting for parents/carers is held in the summer term prior to the children starting school. Practical information and a starter information pack is given to parents/carers as well as suggestions as to how they can help their child.
- A play and stay session is organised for the summer term, where parents and their child are invited to come and visit the setting. Children are also invited to spend the day in our Reception Class (Shuffle-up Day).

Transition from Reception into Key Stage 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition. There are a number of strategies to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

The following strategies are embedded in order to ease transition:

- Year 1 staff to spend designated time in the Reception Class, observing children in their familiar environment and observing practice.
- Circle time discussions about moving to Year 1.
- Children are introduced to the language of transition.

- Reception children to begin to join whole school morning break during Term 6.
- Time is planned between Reception and Year 1 teachers to discuss on-going assessment and EYFS Profile information. This hand-over meeting also includes discussion of more able pupils, those eligible for Pupil Premium and those on the SEND register.
- Reception children visit the Year 1 classroom.
- Reception children will take part in a whole school 'Shuffle-up Day' where they will spend time in their new classroom with their new teacher.
- Ensure that in Year 1 there is an appropriate balance of adult led activities and child-initiated activities to support children's learning needs.
- Y1 children have access to an outdoor area that supports teaching and learning.

Transition from Key Stage 1 into Key Stage 2

While we recognise that each transition between year groups, teachers and classes is important, the commencement of Key Stage 2 can be particularly concerning for parents/carers and children.

We make every effort to ensure that this transition takes place smoothly. Our strategies include the following:

- Time is planned between Year 2 and Year 3 staff to discuss on-going assessment and pupil information. This hand-over meeting includes discussion of more able pupils, those eligible for Pupil Premium and those on the SEND register.
- Year 2 and 3 teachers work together on moderating pupils' assessments during the academic year to ensure consistency.
- The Year 3 staff have a good understanding of the Year 2 curriculum – particularly the Letters and Sounds synthetic phonics system - and continue to support pupil's phonic understanding as required.
- The Year 2 staff work with children who they anticipate will find the transition challenging and involve the Year 3 staff in this process.
- Year 2 pupils take part in a whole school 'Shuffle-Up Day' where they spend time in their new classroom with their new teacher.

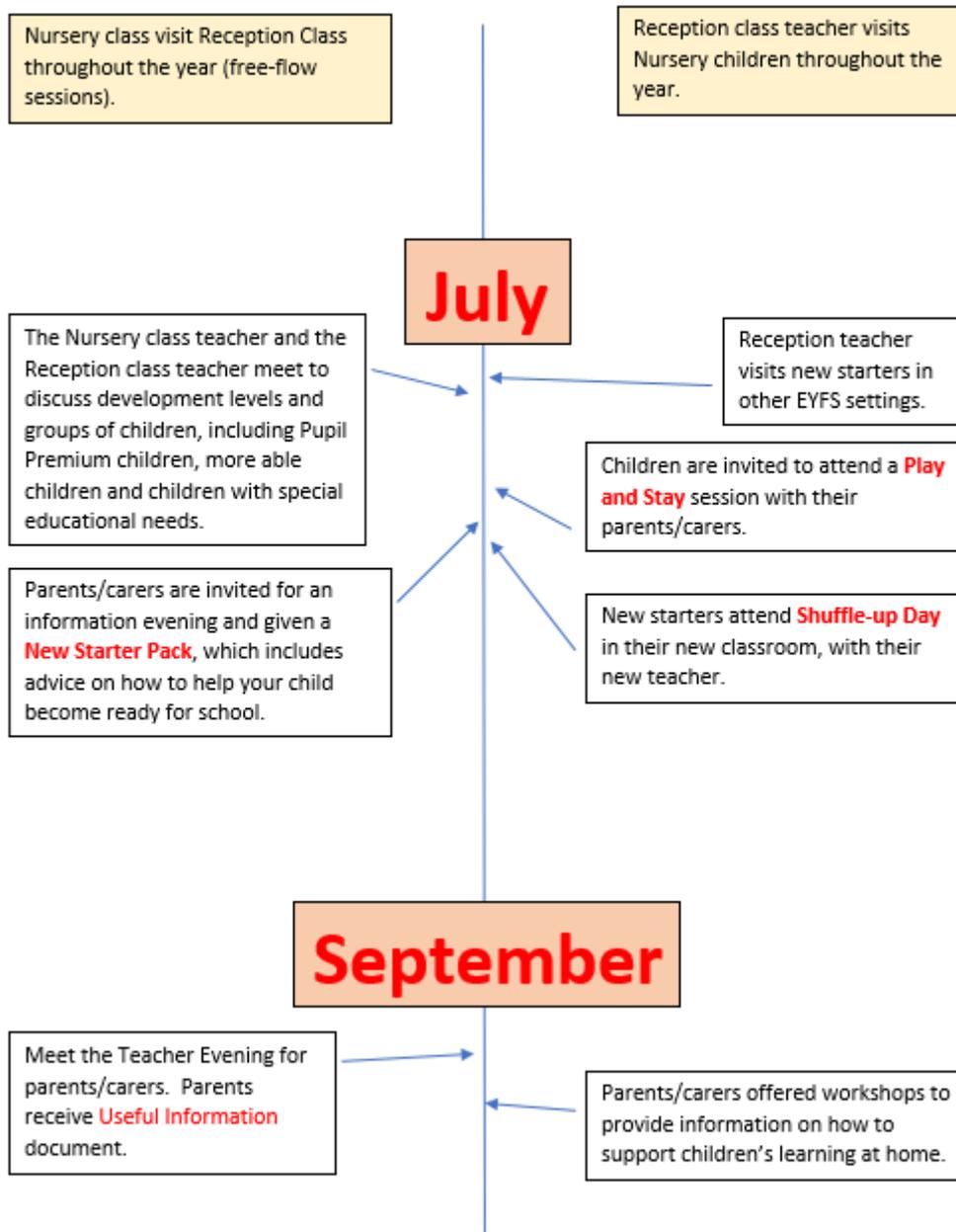
Transition from Year 6 to Year 7

We recognise that a smooth transition from primary school to secondary school is necessary for all children, regardless of their choice of secondary school. Bampton CE Primary School works closely with local secondary school. To ensure a smooth transition, staff:

- Provide transition days in Year 5 with main feeder schools.
- Participate in transition projects with secondary schools.
- Liaise closely with key staff: SENCo, Class Tutors / Year Tutors and Head Teachers.
- Prepare children for transition days in Term 6.
- Provide extra transition days for vulnerable students.
- Prepare Pupil Profiles with Secondary SENCos.
- Ensure a full hand over with key members of staff from the secondary school, taking into account the parents and child's views.
- Provide SATs results and Teacher Assessments, highlighting areas of need and areas of strength.
- Begin training for secondary school in Term 6 through reminding children of Year 7 expectations, responsibilities and daily structures.
- Ensure staff encourage and nurture positive attitudes towards secondary school and the opportunities it will offer them for future life.
- Ensure parents and children can voice their concerns or worries and be directed to an appropriate person for reassurance.

Transition timeline

Nursery to Reception



Transition timeline

Reception to Year 1

