

Honley CE (VC) Infant & Nursery School, Honley CE (VC) Junior School



TRANSITION POLICY

Reviewed and approved by governors	
Next Review Date	

Honley CE (VC) Infant & Nursery School, Honley CE (VC) Junior School and Honley High School

Transition Policy & Procedures

1. Aims and Objectives

To ensure a smooth transition for children in Honley as they move through the progressive phases of their education.

The main points of transition for children in our schools are:

- Entry into the Early Years Unit which may be at Lower Foundation Stage or Upper Foundation Stage.
- Transition from the Early Years Unit to Key Stage 1
- Transition from Key Stage 1 to Key Stage 2 which involves moving schools
- Transition from Key Stage 2 to Key Stage 3 which involves moving schools

For a smooth transition to take place there needs to be a combination of:

1. Communication
2. Parental engagement,
3. Induction
4. Continuity and progression

2. Entry into Early Years / Foundation Stage

2.1 Communication

Transition meetings between the child's Early Years provider and our Foundation Stage staff where possible, together with a sharing of information including any safeguarding concerns or health issues.

Written records including safeguarding, health and pupil attainment records. The receiving teacher will retain and continue these records to inform planning, the Early Years Foundation Stage Profile and safeguarding and medical needs procedures.

2.2 Parental Engagement

Parents will be invited to an induction meeting on entry to LFS (part-time) and on entry to UFS (full-time). They will be given a comprehensive pack of information about our provision and will be asked to provide information about their child so that all social, physical, emotional and academic needs can be met.

Parents will be invited to a meeting to discuss settling in and progress during the first half-term.

2.3 Induction

Children and their parents visit the Early Years Unit during the summer term prior to entry.

Children are phased into the Unit over a period of time. Children entering LFS start attending in small groups so that staff can support them during the first few days.

Children entering UFS start by staying for mornings only then mornings and lunch and finally whole days.

2.4 Continuity and Progression

Records from previous settings will be used to inform planning and to act as a baseline for pupil achievement.

Assessments will be made during the first half-term to ensure that activities and teaching sessions are pitched at the correct level for each child.

Assessments will help to identify children who may have additional needs.

3. Transition from EYFS to Key Stage 1

3.1 Communication

A transfer meeting between Upper Foundation Stage teachers and Year 1 teachers will be held to discuss pupil progress and attainment and all key information to enable a smooth transition.

Pupil progress & attainment information together with health & safeguarding information will be passed to the receiving teacher.

3.2 Parental Engagement

Reception Class brochure given out to all new parents during an induction meeting

Parents of new starters are invited to an induction meeting in which they can meet with class teachers, look around the school and ask questions.

Parents are offered a home visit in which each child needs can be discussed individually.

Parents are invited into school on the final induction visit to have lunch with their child and experience school lunches first hand.

Children's records will be transferred to parents at the end of the Reception year.

At the end of the Reception Year parents will be given the opportunity to meet with their new Year 1 teacher, to discuss any concerns and be given information to support their child through this transition.

3.3 Induction Programme

New starters are invited to some story sessions at the school.

During an induction morning the new children are invited to explore their future classroom in the company of their new class teacher, which helps them to gain some ownership of the setting they will be working in. The children who are to stay for lunch will be able to experience a school dinner with their parents.

The Year 1 teacher will visit the Reception class regularly throughout the Summer term, to familiarize themselves with the children, each visit will be short but frequent, to learn a song together or read a story.

The Reception class teacher uses information gathered during discussions with children, parents and key-persons, and the sharing of the Learning Journey, to ensure a clear understanding of the child's current levels of development in all six areas of learning. This will then be used to inform planning.

The Reception class teacher identifies individual children likely to be vulnerable and have special or additional needs, and will brief all relevant Primary school staff prior to their entry into school.

The Year 1 teacher uses the Foundation Stage Profiles and liaison with the Reception class teacher to plan pupils' further development.

3.4 Continuity and Progression

The Year 1 teacher uses the Foundation Stage Profiles and liaison with the Reception class teacher to plan pupils' further development.

4. Transition from Key Stage 1 to Key Stage 2 – Move from Infant School to Junior School

4.1 Communication

Transition meetings between the child's Key Stage 1 and Key Stage 2 staff are held to share information about each child including their learning and achievements and any safeguarding concerns or health issues.

Written records including safeguarding, health and pupil attainment records are passed from the Infant to Junior School and the receiving teacher will retain and continue these records to inform planning and assessment and safeguarding and medical needs procedures.

SENCOs and DSLs from the two schools meet to transfer information and agree provision for future support. The Infant school provision map is transferred to the Juniors.

A structured programme of exchange visit is in place to support pupil well-being and learning. (see appendix 1)

Pupil records are exchanged at the end of the summer term.

4.2 Parental Involvement

Year 2 parents are invited to the Junior School during the summer term to meet with the head teacher and observe the smooth running of the school including a tour by Y6 pupils, an opportunity to participate in collective worship and chance to see the children at play.

Year 2 parents are invited to an evening induction meeting where they are introduced to key staff and governors. The head teacher, deputy, SENCO, admin team, Y3 teachers and cook give brief presentations. School catering staff provide taster from the school dinner menu and there is an opportunity to purchase branded school uniform. School staff and governors are available to answer any questions and parents / carers are given the school prospectus and other pertinent documents.

SEN, e-safety and parent/teacher consultation meetings are held at the Junior School during the first half of the autumn term.

The parent/carer and teacher consultation meetings are held early in the autumn term to allow discussions around how pupils are settling into school, their well-being and learning.

The most vulnerable pupils will have their own induction plan and parents are involved in tailoring this provision to their child's needs. Any children with CP plans or EHAT in place will have summer term MAST meetings to discuss transfer arrangements.

4.3 Induction

Children have opportunities to work with children from Key Stage 2 and to use the Junior School site for various learning experiences throughout their time at the Infant & Nursery School.

During the summer term of year 2 a planned programme of visits enables the children to become more familiar and confident with year 3 activities and expectations. (see appendix 1)

During the first few weeks of the autumn term PSHE provision helps to familiarise children with their new setting, routines and expectations.

Year 6 Buddies are trained during the summer term ready to support new year 3 pupils. The year 2 pupils meet their Buddy during their summer term induction visits and know that their Buddy will be available during playtimes and lunchtime to help them settle and make friends.

4.4 Continuity and Progression

Children in year 2 start their Junior School writing and maths books at the beginning of the second half of the summer term to help ensure that standards are maintained as they move to Junior School.

All academic records and attainment levels are passed from key stage 1 to key stage 2 so that appropriate targets are set in key stage 2 and teaching and learning meets the needs of the cohort.

Head teachers who are also Designated Safeguarding Leads and SENCOs work together to ensure appropriate provision is in place for all vulnerable groups.

5. Transition into Secondary School

5.1 Communication

There are links established between key High School staff and the Junior School staff. The Assistant Head teacher for Student Experience leads on transition at the High School and works closely with the Key Stage 3 Pastoral Support Team, the Assistant Heads of Year 7 and 8 and the Head and Year 6 and 5 teachers at the Juniors. The Assistant Head of Year 8 links with Year 6 and the Assistant Head of Year 7 links with Year 5.

A planned programme of liaison with High School and Junior School teachers takes place during the summer term to ensure that transition works smoothly. (Appendix 2)

Key Stage 2 & Key Stage 3 teachers meet during the summer term to discuss the cohort and individual needs of pupils in terms of their health, well-being and learning.

During the summer term the SENCOs and DSLs from the two schools meet to transfer information and agree provision for future support for the most vulnerable pupils. During these meetings a timetable for extra transition work and visits for individuals and the most vulnerable pupils is agreed.

Individual and cohort records are exchanged at the end of the summer term.

5.2 Parental Involvement

Year 6 parents are invited to an evening induction meeting where they are introduced to key staff and governors at the High School. Both pupils and parents have the opportunity to look around school and try out some activities in different areas of school.

Early in the school year, parents and carers of Year 7 students are invited to an individual meeting with the form tutor to discuss their child's early progress.

The most vulnerable pupils will have their own induction plan and parents are involved in tailoring this provision to their child's needs. Any children with CP plans or EHAT in place will have summer term MAST meetings to discuss transfer arrangements.

5.3 Induction

Children at the Junior School have opportunities to work with children from Key Stage 3 and to use the High School site for sporting and other learning experiences throughout their time at the Junior School.

During the summer term of year 6 a planned programme of visits enables the children to become more familiar and confident with year 7 activities and expectations. The most vulnerable pupils have individual transition plans in place usually involving extra visits to High school with a small group of peers and the Junior School Learning Mentor. (see appendix 2)

In the summer term year 6 children have the opportunity to attend the transition day where they visit their allocated secondary schools and meet the relevant staff. The most vulnerable pupils will have individual transition plans in place.

The Junior School provide transition workshops led by external organisations such as CHEWS and Hand to Mouth to enable pupils to discuss any anxieties they have around transition and to feel as confident as possible about starting High School. Feedback from these sessions enables us to tailor transition plans for individual pupils.

During the first few weeks of the autumn term PSHE provision helps to familiarise children with their new setting, routines and expectations.

5.4 Continuity and Progression

All academic records and attainment levels are passed from key stage 2 to the relevant High Schools so that appropriate targets are set in key stage 3 and teaching and learning meets the needs of the cohort.

Head teachers, DSLs and SENCOs work together to ensure appropriate provision is in place for all vulnerable groups including extra visits to the High School.

There are key people identified at the High School to support smooth transition and these people are known to the Junior School children especially those in year 5 and 6. On joining Year 7, each student is placed in a mixed ability tutor group with the aim to provide continuity by ensuring that the form tutor remains with the same students throughout their time at school.

Appendix 1

Procedures to aid transition from Honley C.E. (C) Infant School to Honley C.E.

(VC) Junior School

- Year 2 children use the Junior School grounds for football during the summer term.
- During May – KS1 and KS2 staff meet to moderate KS 1 writing
- Year 3 teachers, SENCO & ETAs visit year 2 children during the summer term
- SENCOs to discuss pupils needs and make transition arrangements for vulnerable children
- Year 2 children visit Junior School to meet head teacher, their buddies and experience playtime.
- Year 2 teachers allocate children to new classes and meet with the year 3 teachers to discuss individual children's needs.
- On transition day year 2 children spend all morning with new teachers and stay for lunch
- Parents'/carers' induction evening in July
- A group of year 3 children visit infant school to talk to year 2 about life at the Junior School and answer any questions
- During the first half of the autumn term, year 2 teachers and Head teacher visit year 3 classes to support continuity and progression
- 11. Head teachers (DSLs) meet for child protection meeting during summer term and throughout the year discuss issues arising, pass on records and share information
- Year 3, head teacher and staff from Junior School attend the dress rehearsal of year 2 leavers' concert
- Year 6 and Year 4 pupils act as buddies and mentors for the newly arrived year 3 children at the Junior School.

Records:

- Phonics records
- Guided reading records
- National curriculum levels
- Writing books
- Maths books
- All written records including copies of Child protection and SEN records
- Pupil tracking sheets with SATs results in end column.

- Optional Class record sheet for SATs
- Photocopy of individual SATs results
- Cohort SATS results sheet from LA if available
- Copy of pupil reports
- Admin record
- G&T info
- Pupil's individual SATs writing
- Pyramid record sheet or equivalent with levels for Foundation Subjects

Review Procedures on an annual basis

Appendix 2

Procedures to aid transition from Honley CE (VC) Junior School to Honley High School

- Weekly maths sessions for Year 6 students working at level 6 /exceeding year group expectations
- Technology sessions for Year 5 students
- Visits to Year 5 and 6 students and staff by the high school Pastoral Support Team and Year 7 students to talk about the transition process and gain an insight into the students' needs from their current teachers
- Visits by the SENDCO to enable effective transition for students with special educational needs or disabilities
- A 'transition' day at high school where students have the full Honley High experience; travelling to and from school, taking part in lessons, break and lunchtime, and getting to know the school and staff
- A transition evening where parents are invited to meet key senior and pastoral staff and have an opportunity to learn more about the school and pose any questions they may have extra transition days / sessions for vulnerable children / children who may require additional support
- Collaborative work with Two Valleys Radio, working with Junior School and High School students to produce radio broadcasts
- Regular meetings with junior school head teachers to discuss transition and student needs
- Attendance of the high school Assistant Heads of Year and Designated Safeguarding Lead at Annual Reviews and Child in Need meetings

Records

- National curriculum levels
- SATs results and Teacher Assessments
- All written records including copies of Child Protection, medical and SEN records
- Copy of pupil reports
- Admin record
- G&T information
- Informal notes on each child at transition meetings with High School /Junior School teachers

Review Procedures on an annual basis