



**Hartsbourne Primary School
TRANSITION POLICY**

‘Valuing Potential, Creating Opportunities’

This policy to be read in conjunction with Equal Opportunities Policy, Home-School Policy, Teaching and Learning Policy, Racial Equality Policy, SEN Policy

RATIONALE

Approximately 24% of pupils transfer in and out of Hartsbourne at times other than Reception and Year 6. This is due mostly to the postings of Service Families who live in close proximity to the school and move in and out of the area at short notice.

We believe the key to smooth transition for children is: effective communication between child, parents and staff and the creation of a positive and supportive climate for both the parent and the child. Current research suggests that effective transition can be represented by five different ‘bridges’ as follows:

- Learning bridge (the connection between student learning and formative assessment)*
- Personal/social bridge (easing pupil anxiety and stress around transfer)
- Curriculum bridge (promoting coherence and continuity of learning)
- Pedagogic bridge (teaching strategies and learning styles – problem solving, questioning, thinking skills)
- Managerial bridge (transfer of data/other information).

AIMS

At Hartsbourne we aim to develop and promote:

- Consistent practice in transition in order to strengthen the progress of all pupils.
- Good practice for pupils who may be vulnerable.
- Continuity of practice in pastoral and practical arrangements as well as learning.
- Equality of opportunities for all.
- Staff and pupils who challenge discrimination and the promotion of stereotypes.

Nationally recognised groups who might be vulnerable at school include:

- Gender groupings
- Gifted and Talented pupils
- Learners at risk of disaffection, poor attendance or exclusion
- Learners from families under stress
- Learners from minority ethnic backgrounds including travellers, refugees/asylum seekers
- Learners from some faith groups
- Young carers
- Pupils with high mobility
- Pupils with low prior attainment
- Learners with SEN and or disability
- Learners with EAL (English as an Additional Language)
- Looked after children
- Learners with medical needs
- Learners with social and emotional difficulties

TRANSITION IMPACT ON PUPILS

Research by NFER suggests there is evidence that mobile pupils have lower than expected attainment, and generally the impact on attainment is greatest when mobility occurs in KS1 and KS2. Evidence suggests that the impact on service children can be seen at both home and school:

Home: Emotions become unsettled.
Daily communication between family members is disrupted.
Individual responsibilities increase.
Need for accurate information, personal support and stress relief increases.

School: Lack of concentration
Drop in performance
Mood swings/depression
Increase in social/behaviour issues

Children should be informed as soon as a family is certain about moving. It is very important that children hear the information from their parents or close family members, rather than discovered accidentally through an overheard conversation.

The possibility of losing friendships can be one of the most worrying aspects of moving for children. Hartsbourne staff will view moving positively and encourage pupils to keep in touch (eg via our website, e-mail or postcards etc) without actually giving out confidential information.

Children who are moving on will be given an opportunity to:

- ❖ Celebrate the time they have spent at Hartsbourne and reflect on their experiences. (Eg: farewell cards, photos, examples of work etc).
- ❖ Discuss concerns or worries about their new school with an appropriate member of staff.
- ❖ Complete PSHE work that positively supports the transition (eg social stories about moving, going to a new school, etc).

Children who move in to Hartsbourne will be given an opportunity to:

- ❖ Share work from their previous school.
- ❖ Discuss concerns or worries with an appropriate member of staff and/or PSHE co-ordinator.
- ❖ Complete an 'All About Me' booklet or similar that positively supports the transition.

NURSERY TO PRIMARY SCHOOL

As children get ready to start primary school they need time to talk about any fears and anxieties they might have. Adults play a vital role in listening sensitively and helping to prepare them for this exciting and positive change.

In the autumn term parents are offered opportunities to come and see the school 'in action'. They are offered a tour of the school and an opportunity to meet staff. Parents will be offered a school brochure and related information and a leaflet about starting school, school uniform etc.

Following confirmation of a place at Hartsbourne new parents will be offered an opportunity to meet the Head and class teacher for a tour of the classroom, information about dates, staggered starts etc. All feeder nurseries are given an opportunity to pass on copies of profiles, assessments and other relevant paper work to the Reception class teacher. When possible, visits are made to feeder nurseries by Head and/or class teacher.

Late in the summer term new Reception children are offered an opportunity to spend an hour in their new classroom to meet the teacher and familiarise themselves with the setting.

KEY STAGE 1 TO KEY STAGE 2 (Year 2 – Year 3)

Year 2 parents are sent information about SATs and other assessment procedures in the autumn term.

Class teacher will be given an opportunity to meet with Year 3 teacher to hand over appropriate information, files etc.

Parents are offered a 'meet the teacher' session at the start of the autumn term.

KEY STAGE 2 TO KEY STAGE 3 (Year 6 – Year 7)

Parents of Year 5 pupils are invited to a secondary transfer meeting in the summer term to provide opportunities to discuss the process for pupils moving to secondary school.

Pupils will be given opportunities to meet representatives from their new secondary schools at Hartsbourne and attend any induction days that the new school might offer. In the summer term Y6 pupils will participate in specific PSHE sessions that address transition and moving on.

Hartsbourne School Senco will liaise with secondary school special needs co-ordinators to support the transition of pupils with special needs.

Year 6 pupils will participate in an end of year assembly for parents, pupils and staff and a class celebration as part of the process of saying 'goodbye' to their primary school.

YEAR GROUP TO YEAR GROUP

Late in the summer term pupils will be given an opportunity to meet their new teacher for the following year for information and to discuss concerns pupils might have.

Class teachers will be given an opportunity to meet previous teacher and discuss pupils, provision mapping etc.

Early in the autumn term, parents are invited to a 'meet the teacher' afternoon when the class teacher will explain procedures and systems for the year and answer any queries.

Curriculum topics and coverage for each year group are available on the website.

TRANSITION AT OTHER TIMES (HITTING THE GROUND RUNNING)

1. Potential new parents are offered a brochure, application form, a tour of the school.
2. Paperwork received and parents offered an opportunity to meet the Head Teacher.
3. Pupil offered opportunity to meet the new class and tour of school.
4. Office Manager and administrative assistant process paperwork etc.
5. School receives paperwork from previous school.
6. Work prepared for new pupil, (All About Me booklet) buddy etc.
7. Maths and literacy assessments completed by end of second week.
8. Parent-teacher meeting offered for third week.
9. Appropriate interventions implemented if needed.
10. Meetings arranged with other adults if necessary, eg SENCo.

The office will inform the PSHE Leader of pupils who are leaving and joining other than Year 6.

Date of Policy: January 2016

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