

**King's Meadow Academy  
Transition Policy  
Early Years – Year 1**



**King's Meadow  
Academy**

**2023-2024**

# Transition Policy - King's Meadow Academy

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## WHAT IS MEANT BY THE TERM TRANSITION?

In this policy “transition” describes the movement that takes place from one familiar setting to the next. Pupils at King’s Meadow Academy make several transitions:

- Into the nursery setting
- Into their first class at Primary School
- From the Early Years Foundation Stage to Key Stage 1
- From Key Stage 1 to Key Stage 2
- From Lower Key Stage 2 to Upper Key Stage 2
- From Year 6 to Key Stage 3 (High School)
- From class to class within Key Stages

Each of these transitions is a unique phase which has its own challenges and expectations which are outlined in this policy. This policy also covers transfer to other Primary Schools. Children who are in care or who have left care have most likely experienced an unprecedented level of uncertainty and change in their early lives. This can cause them to become very anxious around times of change, even if they are now within a loving and stable home. For this reason these pupils will have transition arranged on an individual basis.

## AIMS FOR THE POLICY

- Our children will experience a smooth transition from one class, key stage or school to the next, so that pace and quality of learning is maintained to ensure that children continue to make good progress.
  - Transition will be seen as a positive thing, an opportunity to learn anew, to grow in responsibility and, if necessary, to have a fresh start.
  - Our children will feel happy and secure in their new environment with new staff and possibly new peers.
  - Our children will have a clear understanding of the new expectations ahead of them, and look forward to each new experience with minimal anxiety.
  - We will ensure that teachers have a good knowledge of the children and their needs prior to starting in the class in September.
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- Parents are communicated with and information is shared to ensure that they are part of an effective transition process
  - We will ensure that all staff see transition as a process rather than an event.
  - LAC or post LAC / SEND pupils may find transition particularly challenging and will have additional transition procedures (as required) to support them.

## **PRINCIPLES THAT UNDERPIN THE POLICY**

- Approaches to teaching and learning should be co-ordinated to ensure effective transition.
  - Styles of teaching and learning should meet the needs of the children.
  - Assessment data should be shared and used for planning in the autumn term.
  - There should be a professional regard for the information from the previous class, setting or phase.
  - Transition should motivate and challenge children.
  - Transition should ensure that children feel secure and safe in their new environment
- Staff allocation gives particular attention to the particular needs of the children.
- School will work closely with parents of LAC/Post LAC/SEND pupils so they have the tools to be able to support their children through the transition process.

## **ROLES AND RESPONSIBILITIES**

The overall responsibility for transition lies with the Head Teacher. It is delegated to Phase Leaders and individual class teachers. The Head Teacher will provide the necessary resources for the maintenance and development of this policy including opportunities for staff to share information and data. This also includes time for the EYFS teacher to visit preschool settings. The SLT (Senior Leadership Team) will evaluate the transition processes and update or change procedures as necessary.

### **TRANSITION FROM PRE-SCHOOL TO THE EARLY YEARS FOUNDATION STAGE**

- Where appropriate pre-school settings share SEND and CP information with the relevant staff at Walton and the SENDCO attends transition meetings where necessary.
  - The EYFS teachers use the information gathered during these visits, the information given on the transition record, as well as information given by parents, to plan and deliver a curriculum closely matched to individual needs.
  - Parents of prospective EYFS Stage children are invited to a 'New Parents' meeting in Late May/Early June and receive an Information Pack.
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- Prospective EYFS children attend FEET sessions during the term before they start school.
  - Prospective EYFS children are invited to a special Open Day during the term before they start school.

## **COMMON ASPECTS OF TRANSITION FROM CLASS TO CLASS**

- In certain circumstances classes for LAC/post LAC pupils are decided upon based on friendships rather than birth dates.
- On notification of which class their child will be attending in the coming year, parents are invited to write a short note to the teacher with any comments that they feel might help them understand the child and assist with their learning.
- Parents of LAC/post LAC/SEND pupils will be given advance notice of their child's new class and teacher.

- All children will be given the opportunity to spend time in their new classroom during a Transition Day.
- LAC/post LAC/SEND pupils will have two or three mini transition sessions before transition day so they can meet their teacher and familiarise themselves with their new classroom.
- LAC/post LAC/SEND pupils will work on a transition booklet which will contain photographs of teachers, support staff, the classroom and the cloakroom etc.
- In the summer term preceding the new academic year, teachers will meet and share information. During these meetings, information about pupils' progress, achievements, social and personal data is shared in order to inform future planning and expectations in the next class. Any appropriate Safeguarding/Personal issues are also communicated during these meetings.
- As well as formal procedures, teachers have informal discussions about pupils as a normal process of school life.

### **TRANSITION FROM EARLY YEARS FOUNDATION STAGE TO YEAR 1**

- **SEE SEPARATE POLICY**

### **TRANSITION FROM KEY STAGE 1 TO KEY STAGE 2**

There are aspects of school life in Key Stage 2 that differ from the Infants, the frequency of play is reduced and the teaching day is longer for example. There is a greater emphasis on

independence, more opportunities for taking part in after school clubs, and increased responsibility in regard to on-line systems.

- A 'Buddy System' is introduced with children moving to the juniors teamed up with those already there. The junior 'Buddy' writes a welcoming letter to their counterpart in the Summer Term.
- A Parents' transition meeting is held in the Summer Term.
- A 'Welcome to the Lower Key Stage 2' booklet is given out to all Year 2 children.
- Please also refer to the 'Common aspects of transition from class to class' above.

### **LOWER KEY STAGE 2 TO UPPER KEY STAGE 2**

The Upper Juniors as a whole is seen as a time for preparing for the greater independence and challenge of High School, increasing independence still further, and becoming (particularly in Year 6), the pupil leaders of the school.

- In the Summer Term a transition meeting is held with the pupils currently in Year 4 in which they are given a "Welcome to Upper key Stage 2' booklet to share with their parents.
- Please also refer to the 'Common aspects of transition from class to class' above.

### **TRANSITION FROM KEY STAGE 2 TO KEY STAGE 3**

- Parents of pupils and pupils moving are given opportunity to visit High Schools in order to make their choice for completion of the Secondary Transfer Form.

- Liaison tutors from the various High Schools visit the school and talk to individual pupils in the summer term before departure. During these visits, information about pupils' progress, achievements, social and personal data is shared in order to inform future planning and expectations in Year 7. Safeguarding/Child Protection issues are also communicated during these visits.
- Primary school pupils visit their secondary school for induction days. These various days (or day) allow the pupils to familiarise themselves with the buildings, meet their tutors and meet some other new pupils.
- Where appropriate, the SENDCO (Special Educational Needs and Disabilities Coordinator), will organise special transition programmes for individual pupils to assist their entry into High School.

- A meeting is held in the secondary schools for parents. The Head Teacher meets pupils and parents to welcome them to the school and introduces teachers, tutors and Head of Y7 as points of contact.
- Pupils in KS2 are given an opportunity to meet peers from cluster schools in all of the associated primary schools through sports and other events (for example that for Literacy). These vary from year to year.
- KS2 SATs assessment results are sent electronically through to the individual secondary schools from the school. The SENDCO ensures that any SEND and CP information is also sent to the relevant secondary school.
- During Y6 the children attend a residential. This is designed to help support pupils, give them confidence and raise self-esteem, encourage independence, improve personal organisational skills, improve motivation, make new friends and enable them to more successfully meet the challenges that moving to secondary can bring.
- The Y6 pupils organise and take part in a Leavers' assembly.

#### **CHILDREN JOINING FROM Y1- Y6**

- Individual tours are offered to all incoming parents and children.
- Parents are given access to the school app and a well maintained and detailed website.
- New children given a 'buddy' to help the new child to integrate.
- Records from previous school made available to class teacher and SENDCO.