



Making the most of everyone.

Transition Policy

Policy Adopted on 18th July 2020

Policy Reviewed 1st February 2022

Policy Valid until February 2024

Signed:

(Chair of Governors)

Introduction

Definition 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.

Aims and Objectives

We want our pupils to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that pupils continue to make the very best progress and fulfil their potential.

Policy Principles

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class/ setting.
- Styles of teaching and learning meet the needs of the pupils and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting/ phase.
- Pupils are able to enjoy new approaches at transition.
- Transition motivates and challenges pupils.
- Staff allocation gives attention to the particular needs of all the pupils.

Continuity of Teaching and Learning

At Ysgol Penmorfa, we use the following processes:

- Transition from Pre-School to the Foundation Phase, Foundation Phase to KS2 and KS2 to Secondary School.
- Discussions between Ysgol Penmorfa's teachers and staff from other providers.
- Strong pre-school links established with 10% of Reception teacher time given to supporting Clwb Penmorfa.
- Individual tours of the school offered to all incoming parents and pupils.
- Parents of prospective Foundation Phase pupils are invited to a meeting after their first visit to talk through the transition process at Ysgol Penmorfa.
- Parents receive a 'Parents' Pack' with information about the school and its procedures – includes a welcome pack and transition book.
- Pupils begin full-time during the September of the school year (September – August) in which their 5th birthday occurs.
- Through observations, a baseline record is completed within the first few weeks of entry to the Foundation Phase – this will also highlight the need for any early intervention.
- A meeting for nursery and reception parents is arranged during the Summer Term to explain the transition.

- The Foundation Phase staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual pupils.

Transition from the Nursery class

The Foundation Phase curriculum builds on and extends the experiences pupils have had during the nursery class. Teaching and learning is delivered in a creative and hands-on way to support the pupils' transition. The Foundation Phase classrooms aim to reflect a similarity to the nursery classroom as they exhibit areas of learning available to the pupils and create continuity through the Phase. We continue to develop the independent learning skills established in the Nursery class and pupils are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before the pupils move from the Nursery class:

- Teaching staff meet to discuss pupil progress and attainment. Early Years teachers inform the future teacher of each pupil's level of ability, Special Educational Needs and any other information relevant to the well-being and development of the pupil. Information passed on includes:
 - Knowledge of the Phonics phases and sounds within
 - Reading ability
 - Writing ability
 - Maths ability
 - Each child's One page profile

Transition in subsequent years throughout the school

The following procedures will occur:

- Teachers hold 'hand over' meetings in the summer term to discuss all the individual pupils, the skills they have attained in relation to Areas of Learning and their progress as they move from class to class.
- All pupils visit new classes and work alongside new teachers on 'Transition Day' in the summer term
- Annual tracking of pupil progress through assessments occur continuously. This data informs the pupil's next teacher of targets and learning goals for the following year
- Targets in Language, Literacy and Communication, Maths Development and Personal and Social Development (Foundation Phase) and literacy, numeracy, science and Welsh (KS2) are continued over from July to September
- Transfer of records, for example, ALN data, assessment and attendance data.

Transition from Year 2 to Year 3

The following arrangements are in place to enhance the continuity between Yr 2 and Yr 3:

- Year 3 teachers are invited to spend sessions in year 2 observing teaching and learning.

- Pupils in Year 2 create a set of questions about things they want to know about Year 3 or anything that worries them. Year 2 then invite two pupils from Year 3 to each class to answer these questions
- In the summer term Year 2 go out several times at playtimes with KS2 and line up where they will in Year 3.
- Year 2 have their lunch with KS2. Pupils who have sandwiches go straight in the canteen and pupils having lunch go straight out to play, Year 2 teachers then ring a handbell telling lunch pupils to come in for lunch.
- A folder has been set up on TAD where Year 2 teachers save useful information such as must do lists, enhanced provision sheets etc for Year 3 teachers to access.
- Celebration assembly is held where parents and new year 3 teachers are invited.
- Parent 'drop in' opportunity to meet new teacher and look around classroom.
- Pupils begin a transition project 'Dinosaur Cove' in Year 2 and continue in Year 3. Language and maths books are sent up with them to Year 3. In half term 1 in Year 3 they continue working in these books.
- Areas of the classroom in Year 2 construction, sand/water are closed in the last few weeks in Year 2 to allow pupils time to adjust to the areas they will continue to have in year 3.
- Moving up session- Year 2 pupils meet their new teacher and see their new classroom.
- Transition booklet for particular children, this includes photographs of new teacher, classroom, coat peg etc. A copy is kept in school to look at regularly and send a copy home for parents.
- Pupils are sent to Year 3 on messages to help familiarise themselves with their new classroom and teacher.
- With a TA, pupils have the opportunity to spend time in the Year 3 middle area and to regularly look around their new classroom when Year 3 are out at playtime.
- Year 2 pupils attend a KS2 merit service.

Pupils Joining from Year 1 to Year 6

The following arrangements are in place to facilitate a smooth transition for pupils joining Ysgol Penmorfa:

- Individual tours offered to all incoming parents and pupils.
- Induction sessions are available to allow pupils to become familiar with their new class and surroundings.
- Parents receive a 'Parents' Pack' with information about the school which includes the school prospectus.
- New pupils are assessed quickly by class teacher and / or ALNCO.
- A 'buddy' is identified to help the new child to integrate.
- Records from previous school are made available to the class teacher and ALNCo.
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

Transition from Year 6 to Year 7

Rationale

The Education Act 2002 requires the governing bodies of secondary schools and their feeder primary schools, jointly, to draw up plans to facilitate the transition of pupils moving from Key Stage 2 to Key Stage 3.

Ysgol Penmorfa recognises that the preparation for the successful transition of pupils from Key Stage 2 into Key Stage 3 is based on the close working relationship that we have with schools in our cluster group. Ysgol Penmorfa recognises that education should be an unbroken consortium and that sometimes a pupil's progress can dip at the point of transfer. Together with our cluster schools we have implemented strategies to ensure that all pupils have the opportunity to achieve their potential.

Purpose and Principles

- To promote the continuity of education between Key Stage 2 and 3.
- To facilitate a smooth transfer for all pupils; academically, socially and emotionally.
- To increase staff awareness and understanding of the transition process, and to involve all staff in order to successfully meet the needs of all learners.

Ysgol Penmorfa aims to:

- Undertake cross Key Stage standardisation of pupils' work in all core subjects.
- Meet regularly within the cluster, and to use that time to further the shared understanding of teacher assessments and National Curriculum levels.
- Compile shared pupil portfolios and profiles as exemplars of agreed National Curriculum levels.
- Build in support for all Year 6 pupils throughout the academic year to help them to prepare for the transition.
- Identify pupils who have particular social, emotional or academic needs and target extra support for these pupils.
- Ensure the wider community of parents, carers and families have opportunities to become involved in the transition process.
- Ensure proper availability and use of pupil transfer data.

The following arrangements are in place to enhance the continuity between Yr 6 and Yr 7:

- Year 6 parents and pupils are invited to a presentation by the Head Teacher of PHS and Year 7 Transition Co-ordinator early in the Autumn term. Following this, PHS offer an Open Evening where parents and pupils can attend to view the school, talk to teachers and take part in activities across the school.
- Teachers from Ysgol Penmorfa's feeder secondary school, most frequently Prestatyn High School, visit to provide lessons and assemblies.
- Throughout the year, PHS offer a variety of transition activities these may include:
 - ✓ MAT Maths sessions for Year 5 and 6

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- ✓ Sports Transition activities for Year 5 and 6
- ✓ Opportunity to attend the Urdd Club
- ✓ Opportunity to watch the dress rehearsal of the musical production put on by PHS pupils
- ✓ Opportunity to attend the Christmas Fair at PHS
- ✓ SHEP programme held at PHS during the summer holidays
- ✓ The Year 7 tutors from secondary settings visit Year 6 to meet the pupils and discuss their thoughts and concerns ahead of transfer.
- ✓ A formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school to transfer information particular about individual pupils.
- ✓ The Year 6 teacher liaises with the Year 7 teacher from the receiving school to create a profile of assessment data and transition needs for each pupil, this includes a range of information regarding levels, ability, behaviour, friendship groups, achievements and talents etc... Year 6 teaching staff also have a meeting with the Year 7 Co-ordinator from PHS to discuss sensitive information regarding all pupils and House arrangements.
- ✓ Identified pupils (e.g. ALN) receive additional support before and after transition.
- ✓ The transfer of records to the receiving secondary school takes place.
- ✓ Year 6 pupils attend their prospective secondary school for two Transition Days during the Summer Term.
- ✓ In the Summer term the parents and pupils are invited to a presentation by the Head Teacher of PHS and Year 7 Transition Co-ordinator. Following this, PHS offer an Open Evening where parents and pupils can attend to view the school and talk to teacher, in particular the form tutor.
- ✓ Year 6 pupils engage in transition units in Literacy, Numeracy and Science in association with their receiving secondary school.
- ✓ Pupils may be identified as benefitting from a 'buddy' to help them transfer to secondary school and arrangements are made for them to meet them.

Equality, Diversity and Inclusion

Pupils and parents are actively involved in all transition processes that take place while at Ysgol Penmorfa and their perceptions about transition are explored and valued. Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils. At Ysgol Penmorfa, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our pupils matter and we value their families too. We give our pupils every opportunity to achieve their best by taking account of all our pupil's range of life experiences when devising and implementing school policies and procedures.