



Making the most of everyone.

Transition Policy

Policy Adopted on 18th July 2020 (V1)

Policy Reviewed 22nd January 2024 (V3)

Policy Valid until February 2026

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 from 'Wanderers' to 'Hikers', through to 'Mountaineers'.
- 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 'Wanderers' (Nursery – Reception), to 'Hikers' (Years 1, 2 & 3) to 'Mountaineers' (Years 4, 5 & 6) and then finally from Year 6 to Secondary School.
- During the Summer term of Pre-School family link workers, pre-school staff and parents complete 'Me in a nutshell' forms which are shared with Early Years staff.
- Transitional activities take place between pre-school and Early Years with more emphasis on the summer term.
- Pre-admissions meetings are held for children coming into Nursery.
- Stay and Play sessions take place termly in Nursery to aid with transition.
- Discussions between Ysgol Penmorfa's teachers and staff from other providers.
- Teachers have access to assessment trackers, documenting previous professional dialogue meetings 'Brick Walls'.
- 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 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 six weeks of entry into nursery and reception – this will also highlight the need for any early intervention.
- An open evening for nursery and reception parents is arranged during the Summer Term to explain the transition into school.
- All 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 and utilise Seesaw for continued communication.
- ‘Drop ins’ are offered during the summer term to aid with transition.

Transition throughout the school

The curriculum is designed to build on learning and experiences from previous years. Teaching and learning is delivered in a creative and hands-on way to support the pupils’ transition. Classrooms aim to reflect a similarity as they exhibit areas of learning available to the pupils and create continuity through each phase. We continue to develop the independent learning skills established early on and pupils are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before the pupils move to their new class:

- Teaching staff meet to discuss pupil progress and attainment. Teachers inform the future teacher of each pupil’s level of ability, Additional Learning 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
 - One page profiles
 - PASS
- 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 are set for pupils to make personalised progress. This is done through formative and summative assessment and is included in books, target cards and reports to parents.
- Transfer of records, for example, ALN data, assessment and attendance data.

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 Year 6 to Year 7.

Ysgol Penmorfa recognises that the preparation for the successful transition of pupils from Primary School into Secondary School 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 Primary and Secondary on the 3 – 16 continuum.
- 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:

- Meet regularly within the cluster, and to use that time to further the shared understanding of teacher assessments and expectations.
- Compile shared pupil portfolios and profiles as exemplars.
- 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
 - ✓ MAT English sessions for Year 5 and 6
 - ✓ 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 teachers and the Year 7 head of year from the receiving secondary school to transfer information particular about all 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 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 ALNCo meets with the receiving ALNCo to complete a handover.
 - ✓ The transfer of records to the receiving secondary school takes place.
 - ✓ Pre-admission meetings take place between the primary school & the receiving high school for pupils with significant needs.
 - ✓ 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.
- ✓ 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.