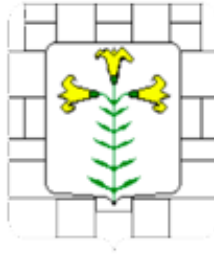


**FEDERATION OF ST ANNE'S AND ST MARTIN'S
CATHOLIC PRIMARY SCHOOLS**

St Anne's



Learning to live by faith and to be known by love

Transition Policy & Procedures

Policy Management

Policy owner	Headteacher
Approved by:	Curriculum Committee
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Type of Policy:	Non statutory
Template Based on:	
Statutory Guidance	<i>Insert any link to any statutory guidance relating to the policy</i>

1. Introduction

Well-planned transition enables every child joining or leaving St Anne's Catholic Primary School to feel safe and secure and along with their families enables them to build strong relationships with key members of staff. Effective transition will begin each child's journey in the St Anne's family, building upon individual experiences and ensures high levels of wellbeing and good progress. For many children, changing or starting a new school can be a significant worry; a strong transition process with clear procedures as laid out in this policy will ensure every effort is made to make ensure this is a positive time in which they feel well supported.

It is the responsibility of every member of staff to ensure a consistent approach and appropriate expectations of the children at each transition point. This consistency will aid the children as they adapt to their new environment. In line with all our policies, children's wellbeing is always the priority at St Anne's; carefully planned transition will help maintain children's happiness and minimise concerns or uncertainty.

Good transition should support the stability of children's attainment and help to reduce and hopefully eliminate any 'learning dip'. Summer 2 assessments should fall in line with Autumn 1 assessments and teachers should very quickly be able to plan appropriately for individuals resulting in rapid and sustained progress. With this approach to transition all members of staff will be in agreement on children's levels and targets at each stage of their education.

Parents and families are integral in the transition process. Ongoing communication at every level will help parents understand the systems in place and the rationale behind them, helping them engage effectively.

Where any stakeholder may be concerned about a child at any stage, this effective transition process will allow colleagues to work together (teacher, previous teacher SENDCo, phase leader etc) to identify risks and quickly put appropriate interventions in place when needed.

2. Aims

- To ensure children's wellbeing is maintained during a time of uncertainty and change.
- To ensure there is effective communication. This will involve dialogue between teachers on each side of the transition process.
- To ensure parents' and carers' engagement is high and communication channels are strong
- To ensure progress and attainment is maintained
- To ensure there is a clear and consistent induction process in place

3. EYFS Transition

3.1. Transition into Nursery

- Tours of the school and Nursery are offered by EYFS/KS1 Leader or other member of leadership prior to application
- Contact is made to acknowledge every application
- Places are offered during the last week of Terms 1,3 and 5 for children starting at the beginning of the next term
- A comprehensive school pack is sent out to all parents with an invite to a parent meeting
- A parent meeting will take place towards the end of the term before the child starts providing information about the curriculum and school day
- Visits to Nursery are provided, one with a parent staying for the session and one without.

- A home visit is made just a few days before starting. This gives an opportunity for parents to talk one to one with staff and for the children to develop further a relationship of trust with their teacher.
- Flexible and staggered start dates are offered.
- Flexible hours are available if necessary

3.2. Nursery into Reception

- Tours will run from October–January for prospective Reception parents for the following year (or on request by appointment). The EYFS/KS1 Leader or another member of Leadership will run the tour.
- Open mornings and afternoons will be held throughout November and December run by the leadership team.
- A Christmas decoration ‘stay and play’ session will be held for children due to start in Reception the following September and invites will be sent out to local nurseries.
- Members of the Early Years team will visit local nurseries during November to meet prospective children.
- A first contact letter will be sent out very soon after receiving the list from RBC outlining for parents what to expect and key dates.
- Nursery visits – A member of the Reception team will visit every child in their current setting.
- Children from St Anne’s Nursery will get a series of visits from the Reception teacher and visits to the Reception classroom.
- Transition documents from nurseries including assessment information will be collated.
- Professional dialogues (as per other year to year transition) will take place between teachers from Nursery and Reception.
- Parent meeting – In July. This will provide all the information about day to day school life and the curriculum.
- A detailed ‘starting school’ pack will be given to parents including a Reception handbook and all forms that need filling out prior to starting school.
- Two ‘Stay and Play’ sessions will take place in July. The first session will be run in small groups with parents staying whilst parents will drop the children off for the second session and collect after.
- If an outside nursery initiates an additional visit, this will be warmly welcomed
- Reception staff and the EYFS/KS1 leader will be open and support any additional transition that an outside nursery initiates. For example, sending uniform or photographs.
- Home visits – these will take place during the before the end of the Summer term. This gives a further opportunity for children to meet Reception staff and provides parents with a 1:1 opportunity to speak to staff, further building a relationship of trust.
- Staggered entry – starting with half a day, then half a day with lunch, building to a full day by the end of the first week.
- Flexibility to continue half days where necessary and appropriate.

3.3. Deferrals

Parents have the right to defer their child’s entry into Reception until the term after they turn 5. If any parent wishes to defer their child’s entry, they must contact the school to discuss this further and to ensure it is in the best interest of the child.

Where a child attends St Anne’s Nursery, it is expected that they will transfer to Reception in the September after they turn 4.

3.4. Reception to Year One

- The Year 1 teacher observes learning in Reception.

- The Year 1 teacher makes regular drop ins to interact with Reception children in play and to read stories.
- The Reception teacher takes the Reception children to the Year 1 classroom for a play and a story.
- Focus intervention groups take place in the Year 1 classroom and with Year 1 adults.
- Whole school moving up day.
- Team meetings focus on moderation in Summer 2 and on target setting in Autumn 1.
- Reception teacher meets with the Year 1 teacher.
- 'Meet the Teacher' meeting is held in September with information given to parents about the curriculum and what to expect during the year.
- Reports, Tapestry, books and EoY assessments are passed to the Year 1 teacher.
- SENDCo is closely involved in transition for any vulnerable children.
- Transition topic to be started in Reception and continued in Year 1

4. Year to Year transition

- Whole school moving up day.
- Previous teacher/new teacher professional conversation.
- Joint meeting in Summer to moderate and agree assessments.
- Joint meeting in Autumn to agree and set targets.
- 'Meet the Teacher' session for parents in September.
- SENDCo involved in transition for any vulnerable children.

5. Year 6 to secondary school transition

The receiving secondary schools contact St Anne's - usually in April/May of the transition year, to request information regarding their incoming cohorts and to advise of any dates when pupils are invited to visit their new schools. The senior leadership team work with the Year 6 teacher to collate and pass on this information. Secondary staff are also invited into St Anne's at this point to meet students and talk to current staff. If a child requires an extended transition (such as extra visits or additional meetings with staff), the SENDCo will request this from the receiving secondary school. If a receiving secondary school has not contacted St Anne's by June half term, contact will be made to the secondary school by the senior leadership team.

For children with EHCPs, the receiving secondary school may be invited to the Y6 annual review meeting.

For children who may benefit from additional work in preparation for secondary school, the ELSA (Emotional Literacy Support Assistant) at St Anne's runs a transition group to provide support.

6. Transition in Year – New Starters

Where an application is received for an in-year transition (including to start at the beginning of the academic year into a year group other than Reception), the senior leadership team will review whether a space is available. If there is a space in the required year group, the admin team will liaise with the LA and parents/carers to offer a place, but also to complete a transition questionnaire, which includes information regarding key vulnerabilities. This information is shared with the senior leadership team, who may follow up with parents/carers to ensure a smooth transition to St Anne's. The previous school will also be contacted for information transfer. The child will be offered a visit to their new class prior to their start date. Where a child has an EHCP, St Anne's school will liaise with the SENDCo and the previous school and the local authority to ensure that that child's needs can be met by the school.

7. Transition in Year – Leavers

- All school books and other information including assessment information and reports to be sent onto the new school