



## St. Anne's Catholic Primary School Transition Policy

### Rationale

Children at St. Anne's Catholic Primary School make several transitions;

- Into the Foundation Stage, Nursery and Reception Class
- From Foundation Stage to Year 1
- From Key Stage 1 to Key Stage 2
- From Year 6 to Key Stage 3.

Each of these transitions is a unique phase which has its own challenges and expectations. St. Anne's Catholic School is inclusive and aims to fully meet the needs of all children, including those with a Specific Learning Difficulty through; effective differentiation, the use of a range of teaching and learning strategies and rigorous assessment. Staff will ensure that pupils; engage with and have equal access to the curriculum, make good progress and enjoy their learning and maintain/improve their levels of self esteem.

We believe it is essential that pupils and their parents / guardians make these transitions within the context of the 'Every Child Matters' principles enabling a smooth and successful transition that contributes to the positive learning experience of the child.

### Aims

Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change.
- A successful attitude and ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant parties.
- Access to appropriate high quality resources.
- Effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- Opportunity to develop Faith through coping with new challenges.
- Appropriately challenging learning experiences from the start of their receiving phase.

### Sharing Information

- Staff meetings enable staff to share individual pupil information
- Staff and parent meetings enable individual pupil information sharing
- SENCO and staff meetings enable individual pupil information sharing

## **Classroom Visits**

- Planned visits to new learning environments enable children to experience new classrooms and new staff
- Staggered intake into Nursery and Reception which cater for individual needs ensure children are prepared for changes
- Extra visits for SEN children are planned when individual needs dictate
- Transition Days to high school enable children to become familiar with new settings
- Transition days to other new settings are planned when individual needs dictate.
- Play and Stay days enable children and parents to become familiar with new settings.

## **Monitoring & Evaluation**

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant pupils.

The effectiveness of the transition phases are monitored by the Key Stage leaders.

The Senior Management Team evaluates the transition processes annually and updates the procedures as necessary.

Views of Parents and Pupils regarding transition arrangements are acquired and analysed via questionnaires completed during each summer term.

## **Transition at times other than entering Reception Class**

Where a pupil transfers at a time other than the start of Reception, teachers work with the pupil to assess their learning needs. This may involve carrying out some standardised assessment tests, listening to them read etc. Pupil records are transferred from previous settings and relevant information (such as previous school reports/data) is shared with the class teacher. Class teachers work closely with new pupils and their parents to establish good relationships and to understand the pupil's needs.

## **Equality**

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in line with the Equality Act 2010.

**September 2014**

**Reviewed Spring 2017**

**Date for next review: Spring 2019**