

	Staffordshire University Academies Trust		Trust Policy Document				
	Approved by:	Trust Board	Issue date:	Oct 26	Review date:	Oct 28	
	Policy Owner:	Principal	TRANSITION POLICY				
	Audience:	Trustees ☒ Parents ☒	Staff ☒ General Public ☒	Pupils ☒	Local Academy Council ☒		

Transition Expectations Policy

“is a process, not an event”

INTRODUCTION

In this policy ‘transition’ describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through early years to key stage 1 into key stage 2 and beyond to key stage 3.

AIMS

We want our children and parents to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

Transition from Pre-School to the Nursery

- An open morning is delivered in the Autumn Term. This includes a taster session of a Woodland Morning in a “stay and play” format for parents/carers.
- Parents are posted a welcome letter inviting them to an information evening. Details for transition dates are also shared.
- Parents and carers attend an information evening where key dates for transitions are shared. There is also an opportunity for a tour of the early years environments..
- Children and parents are invited into Nursery for a meet and greet visit outdoors during the summer term prior to their start date in autumn. During these sessions the EY leader and nursery class teacher will meet parents and play alongside the new children to familiarise them with their new setting. Parents can also fill any paper work in with the EY leader that they are uncertain about during this session.
- Children will receive an all about me home challenge to share with their new teacher on their meet and greet session.
- Children will receive a preschool visit where possible (observation / information sharing). If restrictions do not allow this our EY team will make contact with settings via email/telephone.
- Staggered induction of children over the first week for children new to Charnwood is scheduled where this is required.
- New teachers spend planned time in the Foundation Stage over the summer term, where possible.

Transition from Nursery to Reception

- An open morning is delivered in the Autumn Term. This includes a taster session of a Woodland Morning in a “stay and play” format for parents/carers.
- Parents are posted/emailed a welcome letter inviting them to an information evening. Details for transition dates are also shared.
- Parents and carers attend an information evening where key dates for transitions are shared. There is also an opportunity for a tour of the early years environments.
- Children new to the school receive a visit (observation / information sharing) to their previous setting where possible. If not contact will be made via email/telephone.
- New to Charnwood children and parents are invited into school for a 'Play and Stay' visit during the summer term prior to their start date in autumn. During these sessions the EY

leader and nursery class teacher will meet parents and play alongside the new children to familiarise them with their new setting.

- Children will receive an all about me home challenge to share with their new teacher on their meet and greet session.
- The children will meet their new teacher during the transition days.
- The children are invited to stay for lunch during the transition days.
- Nursery class teacher to meet with the reception class teacher to discuss each individual child's needs and assessment.
- All Reception staff stay with them at lunchtime for the first week.
- New teachers spend planned time in the Foundation Stage over summer term, where possible.
- A baseline assessment will be provided for each child in the Reception class during the first half term.
- SEND pupils will receive packs detailing changes of staff, rooms and routines in order for them to prepare.

Transition from the Foundation Stage to Year 1

- Cohort visit new classes and teaching team during transition week.
- Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.
- Reception class teacher to provide the barriers to learning for those children who achieved "emerging" at the end of early years.
- SEND pupils will receive packs detailing changes of staff, rooms and routines in order for them to prepare.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term i.e., lining up in Year 1 playground.
- The behaviour policy is followed by pupils throughout school.

Transition between year groups in Key Stage 1 and Key Stage 2

Charnwood is aware that whilst this is a change within the same school, there are differences that children need to be prepared for as they move between key stages and different year groups.

- SEND pupils will receive packs detailing changes of staff, rooms and routines to allow them to prepare.
- KS1 teachers will meet KS2 teachers and key areas of strength and need will be discussed. This will include discussion over the first weeks of learning in the autumn term and designing learning sequences that will allow for a confidence building start to the new key stage.
- Summative Assessment data will be completed and shared between practitioners.
- Communication between the new class teacher and parents and carers will be established before the end of the year via ClassDojo.
- Consistent approaches for behaviour, celebration and reward will be maintained wherever possible.
- Children will visit and complete learning in their new classroom setting during transition days.

Transition from Key Stage 2 to High School (Key Stage 3)

- Charnwood do their best to work closely with all high schools to ensure a smooth transition for the children.

- Children attend taster days at their chosen high school scheduled and communicated by the high schools.
- Work is completed within class to send to their next school where this is requested.
- Staff meet with high school staff to provide information when requested.
- All information from the high school is discussed with the children in school.
- Time is provided for children to ask staff questions and discuss concerns and additional PSHE lessons are provided at Charnwood to alleviate worries and concerns.
- Additional transition opportunities are arranged for individual children as required.
- Staff can support children who currently have 1:1 support during transition sessions.

MONITORING and REVIEW

It is the responsibility of all staff to follow this policy. The Senior Leadership Team will carry out monitoring as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.