

# Jennett's Park C of E Primary School



## Transition Approach

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## Transition at Jennett's Park CE Primary

At Jennett's Park CE Primary School, we are proud of our distinctive ethos and our caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all our pupils to grow into well-rounded, happy and curious learners in an environment where they feel safe and well supported. We want for children to live life in all its fullness (John 10:10).

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

### Rationale

Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school. A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, whatever stage they may start their school life at Jennett's Park C of E Primary School.

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (school and home) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their primary journey in Year 6.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. Good transition should help to eliminate, and certainly reduce, any 'learning dip' sometimes seen in September, perceived by many to be caused by the long summer holiday. Autumn term 1 assessments should generally, bar exceptional cases, fall in line with the Summer 2 assessments previously made. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress.

Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous teacher, new teacher, phase leader, SENDCo etc) to identify these children at risk and quickly put into place rapid and effective intervention to close the gap.

## **Transition— Aims**

### **1. Effective Communication**

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

### **2. Parental Involvement**

To ensure home/school communication channels are strong and parental engagement is high.

### **3. Continuity and Progression**

To ensure there is secure continuity and monitored progression in order to maximise learning potential.

### **4. Induction**

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

In order to ensure we are meeting these aims we:

- Make early contact with parents new to school - as soon as BFC confirm transfer information.
- Send a comprehensive starting school pack (including information about school registration, data protection, school dinners including FSM, school uniform, PTA,) so that parents have all the information they need.
- Offer all children and parents the chance to visit the school, look around and meet their teacher prior to starting. They can also spend time in the classroom.
- Parents of children in the earliest years (Nursery, Reception, Year 1) are invited to a parent meeting in the half term before they start/move year groups. The meeting clearly outlines the social, emotional and academic expectations of each year.
- Parents of children in EYFS, or those with additional needs, are able to request a home visit.
- Children attending other pre-schools are visited in their setting before starting Reception wherever possible.
- Children in EYFS attend 'Stay and Play' visits in the term before they start and one to one parent meetings at school the week before they start. These are opportunities for parents to talk to the class teacher and child to visit class and meet staff.
- Children new to school (EYFS) have staggered and flexible start dates and ideally wherever possible attend part time in first few days. A longer phase of part time transition can also be arranged if this is preferred.
- Children new to school (KS1/KS2) are offered the option of starting school on day two of their agreed start week.
- Vulnerable year groups (e.g. Reception/Year 1) work together to discuss children's attainment and plan units of work to be started in the summer term and finished in the following Autumn term.
- Joint team meetings for transition (particularly critical for Reception/Year 1 and Year 2/Year 3) including class allocations.
- Ongoing joint phase meetings and staff INSET for moderation (especially Reading, Writing, Maths).
- Wherever possible, Read Write Inc leader undertakes Summer 2 phonics assessments in R and Y1.
- Where appropriate, LA statutory moderation meetings attended by current teacher and feeder teacher.
- Classes traditionally mixed every 2 years to rebalance.
- Whole school Meet the teacher (half day) — new classes meet their new teachers and parents are informed of their child's new class teacher.
- Open Evening – as soon as possible after class swaps and handover meetings.
- All teachers engage in professional dialogue during handover transition meetings and all relevant summative assessments and next steps are passed onto new class teacher.
- Wherever possible, Summer 2 Pupil Progress meeting attended by old teacher and new teacher, and new targets set. These are then reviewed and confirmed in Autumn 1 Pupil Progress meeting.
- Informal 'meet the teacher' drop in session after school early Autumn term so that parents have the chance to meet new teachers.
- School SENDCo/Early Intervention Manager/Family Support Worker involved at the earliest opportunity to support vulnerable children and families.

We are lucky to have a large enough cohort to be able to mix classes. We often do this in end of YR, Y2, Y4 but more often if imbalanced.

## **Mixing Classes - Frequently Asked Questions**

**Why have the classes become imbalanced?** When 60 children start in Reception the classes are balanced out as much as possible taking into account a range of factors such as friendships, special needs, language ability, age and gender. As the children progress through the school the classes can become less balanced due to variety of reasons:

- Mobility – for a number of years we have experienced quite a high turnover of pupils and due to an apparently random combination of factors this affects some year groups more than others. If a new child joins we can only place them where there is a space as we do not want class sizes above 30 except in exceptional circumstances.
- Ability – children develop at different rates and it is not always apparent when joining Reception which children will excel at different subjects. This may cause an imbalance between classes as the year group progresses through the school.

**Will my child still be in a class with their friends?** When we have made a decision to mix a year group we will ask the children which group of friends they get on with. These responses will be taken into account when we divide the year group and every child should have at least one friend in their new class. In addition, each child will be with approximately half the children from their existing class. Some children already have friends in the other class and it is a good opportunity for them to make more friends.

**Will the school be streaming or ability setting?** We aim to put together a good balance of abilities within each class, such that children who share similar strengths or difficulties in particular areas can sometimes work together. We would continue to teach mixed ability classes but remain open to flexible groupings for some lessons just as we do now.

**Will mixing up the classes leave my child having to find their feet again and disrupting their progress?** The current class teachers are very aware of their own class dynamics. We want children to make maximum academic progress and do not want to put any child in a position where they have a setback. We have taken such issues into account when we make the decision to mix a year group.

**How did you decide the mixing within a year group?** This was based on a variety of factors including:

- Children's views on friendships
- Teachers views on friendships
- Working groups
- Ability
- Gender

**What are the benefits for the children?**

- Better resilience in developing friendships in a safe, comfortable environment
- Widening working groups.
- Being part of a year group and not just a class.
- For some children less mobility within the class
- For some children a better match to a working group

**Would you mix classes midyear?**

We have never chosen to but haven't ruled out this at appropriate timings. The needs of the children would need to be very closely looked at.

**Do you offer midyear swaps or transfers to new classes.**

Generally no. Admin, pastoral structures and tracking is set up to start the year but it isn't unfeasible in very rare and planned circumstances to arrange this. We consider carefully mid-year swaps that might occur for pastoral reasons and inform parents before this occurs or is considered.

Below is a year by year approach to our Transition.

## Transition Overview- our approach

### Early Years Transition

#### EYFS - into Nursery

- School Nursery tours offered by EYFS AHT or HT prior to applications
- EYFS AHT or Nursery teacher telephones new starters
- Stay and Play group visit to Nursery with parent/carer
- One to one visit to Nursery with parent/carer
- One hour stay and play visit on own day before starting.
- Home visit if requested
- Flexible start dates (with further visits arranged first if required)
- Stay and play at drop off if required
- Later drop off/Early pick up arranged if required

#### EYFS - Nursery to Reception

- 'Starting School' School Tour offered by HT/DHT/AHT prior to applications — Autumn term (November)
- EYFS AHT or Reception teacher telephones new starters
- Stay and Play group visits to Reception with parent/carer
- Small group or one to one visit to Reception with parent/carer.
- Home visit if requested
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- EYFS assessment, class teacher reports and any other records passed on
- JPP Nursery - regular classroom visits term before, regular teacher swap for stories term before
- Other Nursery — EYFS staff member visits current pre-school setting where possible
- Not attending Nursery — parents telephoned and offered a home visit
- During first week in September – 2 days of school based visits for child and parents (1-1 or group visit)
- Starting School - Day 1 – AM only, Day 2 – AM plus lunch, Day 3 - full time (Should any child need or want to remain part-time for longer, discussion to be held with parents/teachers)

#### JP Nursery to different Reception class

- New teachers welcome to visit child in situ — new schools make contact with us to arrange this
- Children released from JP Nursery session to visit new school
- Small groups with focus on transition
- EYFS assessment and class teacher report passed on via School Office
- Nursery teacher/EYFS AH available to speak to new teacher

#### Starting School - Deferrals

Parents can choose to defer their child's school place until the term after they turn five. If any parent wishes to defer their child's start at JP, they must make contact with the school in order to discuss this further.

It is our expectation that children who attend JP Nursery, and who are due to attend JP School, will transfer to our Reception class at the start of the Autumn term. They may continue to attend part time if it is agreed this is best for the child.

#### EYFS/KSI - Reception to Year One

- Year One teachers to observe learning in Reception (maths and literacy)
- Year One teachers to make regular drop-in and story visits to Reception classes
- Focus intervention groups to take place in Year One learning areas and/or with Year One adults
- RWI Lead to undertake phonics assessments and moderate book bands
- Whole school swap day — where possible most popular secondary school transition day
- Parent Meeting — What to expect in Year One, late July, after school
- Joint team meeting EYFS/KSI moderation
- Previous teacher/new teacher professional conversation, notes shared with Phase Leader
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets. ● EYFSP results, class teacher reports and writing books passed on
- Meet the teacher drop in, early September, after school

- RWI homework books to continue through Autumn alongside introduction of ORT reading books
- SENDCo to be closely involved with transition of vulnerable children. ● Continued ongoing support throughout Autumn term.

## **Key Stage One Transition**

### **KS1 - Reception to Year One**

- See EYFS transition into Year One

### **KS1 -Year One to Year Two**

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets. ● Meet the teacher drop in, early September, after school
- Year 2 teachers should be aware of EYFS results alongside Year 1 attainment
- Shared planning — last full week of summer term and first full week of autumn term
- Where possible previous teacher undertake drop-ins Autumn term and discuss children at team meeting
- RWI manager/Y1 teachers to complete final phonic assessments, in close consultation with R teachers in order to quality assure and moderate results.
- SENDCo closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and flagged up with new teachers.

### **KS1/KS2 - Year Two to Year Three**

- Year 3 teacher visits year 2 Literacy/Maths lessons Summer 2
- Whole school swap day
- Parent Meeting or booklet — 'What to Expect in Key Stage Two', late July, children to contribute
- Previous teacher/new teacher professional conversation
- KS1/KS2 joint team meeting moderation
- Y2/Y3 class teacher moderation and BF borough meeting — selection of children KSI and Y3.
- RWI Manager to be involved with transition of any children still on RWI Programme
- SENDCo to devise transition programme for vulnerable children
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September, after school

## **Key Stage Two Transition**

### **KS2 -Year Two to Year Three**

- See Key Stage One transition into Year Three

### **KS2 - Year Three to Year Four**

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September

### **KS2 - Year Four to Year Five**

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September

### **KS2 - Year Five to Year Six**

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets. ●
- Meet the teacher drop in, early September, after school

### **KS2/KS3 - Year Six to Year Seven**

- Secondary Schools have own transition policies but there is one unified spreadsheet.
- Year 7 transition leads at secondary school make contact with school
- Office Manager is lead liaison between schools
- Secondary transition leads meet with class teacher to exchange information, including teacher assessment levels
- Can implement extra transition sessions by request and BST may offer extra transition for vulnerable children
- Secondary transition leads meet with children
- Secondary School runs information sessions/meetings for parents
- Secondary School visit days as per schools
- PSEHE sessions planned in class
- EP invite year 6 to watch Y7 presentation
- Y6/Y7 transition with office — exchange of info re any changes about secondary school,
- Transfer data via CTF file, date given by Bracknell for electronic transfer
- Sum 2 pupil files sent, internal or delivered or collected as per arrangements made by office. CP records handed to new school/internal post.
- CP files sent electronically and where paper forms available by secure transfer,
- Electronically stored Records sent as downloadable link

## **Transition In Year** **Transition In Year: New Starters**

### **EYFS — Reception**

- Email from BFC considered for place
- Via admissions committee via encrypted email, response yes/no
- Yes — BFC inform family
- Family asked to contact the school to agree transition process.
- Send out in year reception letter and starter pack and invite to school to meet teacher at a convenient time.
- Parent and child one-to-one meeting with class teacher at school - complete 'starting school questionnaire', arrange classroom visit/s and home visits if necessary and agree start date (soft start, half day, lunch as required)

### **KS1/KS2**

- BFC email school, school gives start date to BFC, BFC contact parents advising them to contact school.
- School make contact with parent sending welcome packs sent and registration forms must be handed to office before visit day.
- Offer tour of school and Induction date with Headteacher or DHT/ AHT in absence
- Arrive 8.40am through the office first day, class teacher meets and escorts to classroom.
- Start date must avoid the first day of any week.
- Baseline assessments undertaken by class teacher in first fortnight — reading, writing, maths.
- Pupil files transfer - data Manager contacts/chases school for info.
- Also see starters check list.

### **Transition In Year: Leavers**

- Refer to Office checklist for blue files
- Data manager passes request for all information to class teacher, DSL and SENDCo and back to Office.
- All school books, and other information including all written reports, to be filed into blue file
- MS final file check against the list (adds CP information)
- File passed back to office and file posted. (special delivery) Local — internal or delivered
- CP files send and signed for.