



Thorpe Acre Junior School and Communication & Interaction Resource Base



Thorpe Acre Infant School

Transition Policy

Approved by : Governing Body
Date : February 2023
Next review due by : February 2024

Learning, Working and Succeeding Together
Reaching High, Learning and Growing Together

Safeguarding Statement

At Thorpe Acre Infant School & Thorpe Acre Junior School and Communication & Resource Base, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Thorpe Acre Infant School & Thorpe Acre Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

GDPR Statement

The school has arrangements in place to ensure that all personal data records held by the school are obtained, processed, used and retained in accordance with the eight rules of data protection (based on the Data Protection Acts).

Equality Impact Statement

We have carefully considered and analysed 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.

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1. Rationale

At TAI and TAJ Schools we recognise the positive impact a smooth and successful transition can have on a child's well-being and learning. 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 Thorpe Acre Infant School and Thorpe Acre Junior School.

Aims:

- Pupils to feel safe and secure as a result of an effective and well-planned transition
- To ensure pupils' experience of transition is smooth so as they feel happy, confident and ready for learning
- Colleagues within and across the two schools to work together to ensure a seamless transition so as no learning time is lost and outcomes are improved for all pupils
- For parents to know key members of staff working with their child and in school
- To help reduce lost learning during periods of transition
- For pupils and families to feel confident and positive about the stage of their learning
- For teachers to have an accurate assessment of all pupils' attainment
- For all relevant information regarding individual pupils' needs to be shared

2. Transition Overview

Pre-school to Reception

- School Tour offered by the Headteacher/Deputy Headteacher prior to applications
- Parents must apply for an infant school place with the local authority, by 15th January
- Previous teacher/new teacher professional conversation exchange of relevant documents/records
- Parents to receive school starter pack
- Staff member visits current pre-school setting where possible
- Children not attending any pre-school – parents telephoned and offered a meeting in school
- SENCo closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and highlighted with new teachers
- Week One – Stay & Play, attend mornings or afternoons
- Week Two – attend mornings or afternoons, Friday until 1pm and stay for lunch
- Week Three – attend full-time

3. EYFS-KS1 Transition

Reception to Year 1

- Year 1 teachers to observe learning in Reception
- Year 1 teachers to complete story visits to Reception classes

- English/Phonics Lead to undertake phonics assessments and moderate book bands
- Whole school Transition Day
- Welcome Meeting – What to expect in Y1 – 2nd week in the Autumn term
- Joint team meeting EYFS/KS1 moderation
- Previous teacher/new teacher professional conversation
- Where possible - joint Summer/Autumn progress meetings to set and confirm new targets
- EYFSP results, class teacher reports, learning journals and writing books passed on

4. KS1 Transition

Year 1 to Year 2

- Whole school Transition Day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn progress meetings set and confirm new targets
- Welcome Meeting in the 2nd week of the Autumn term
- Y2 teachers should be aware of EYFS results alongside Y1 attainment
- Shared planning – last full week of Summer term and first full week of Autumn term
- Where possible, previous teacher undertake drop-ins in Autumn term and discuss children at team meeting
- Phonics/English Lead and Y1 teachers to complete final phonics assessments
- SENCo closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and highlighted with new teachers

5. KS1 Transition to KS2

Year 2 to Year 3

- Parents must apply for a junior school place with the local authority, by 15th January
- Y3 teacher visits Y2 English and Maths lessons in Summer 2
- Whole school Transition Day
- Parent starter pack given out in Summer 2.
- Previous teacher/new teacher professional conversation
- KS1/KS2 joint team moderation meeting
- Y2 and Y3 class teacher moderation with local authority if applicable
- Phonics Lead to be involved with transition of any children still on RWI programme
- SENCo to devise enhanced transition programme for vulnerable children
- Where possible, joint Summer/Autumn Progress Meetings set and confirm new targets
- Welcome Meeting with the teacher/year group team in first 2 weeks of term

6. Transition within KS2

Year 3 to Year 4

- Whole school Transition Day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress meetings set and confirm new targets
- Welcome Meeting with the teacher/year group team in first 2 weeks of term

Year 4 to Year 5

- Whole school Transition Day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress meetings set and confirm new targets
- Welcome Meeting with the teacher/year group team in first 2 weeks of term

Year 5 to Year 6

- Whole school Transition Day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress meetings set and confirm new targets
- Welcome Meeting with the teacher/year group team in first 2 weeks of term
- Parent Meeting – SATs/transition to secondary school – in January of Spring term

7. Transition KS2 to KS3

- Secondary schools have their own transition arrangement, however we work closely with them to ensure a smooth transition. We predominantly feed into the following secondary schools:
 - Charnwood College
 - De Lisle College (RC)
 - Limehurst Academy
- Parents must apply for a secondary school place with the local authority, by 31st October
- Class teachers input attainment data to the “sixintoseven” digital platform as required
- PSHE sessions about moving on and change
- Y6 team gather any work evidence requested by the secondary school
- Pupils attend Transition Days at their new school

8. Mid-year transfers: New intakes

- Telephone conversation with previous school
- School send welcome packs and registration forms which must be handed in before the child starts
- Offer tour of school and opportunity to meet the teacher
- Arrive at the office on the first morning to be taken to class by TA/LSA
- Teacher undertakes baseline assessments in first two weeks in reading, writing and maths

- Child paired with a buddy

9. Transition In-Year: Leavers

- Relevant information passed to new school

10. Appendix 1: Annual events

Joint annual events include:

September	: Macmillan Coffee Morning
October	: Harvest Festival
November	: Anti-Bullying Week
December	: Enterprise Week
January	:
February	: Art Festival
March	: World Book Day
April	:
May	:
June	: Sports mornings
July	: Summer Seaside Picnic

11. Appendix 2: Key

EYFS	: Early Years Foundation Stage
EYFSP	: Early Years Foundation Stage Profile
KS1	: Key Stage 1
KS2	: Key Stage 2
KS3	: Key Stage 3
LSA	: Learning Support Assistant
PSHE	: Personal, Social, Health and Economic Education
RWI	: Read, Write, Inc
TA	: Teaching Assistant
TAI	: Thorpe Acre Infant
TAJ	: Thorpe Acre Junior