

# Blessed Sacrament Catholic Primary School



## Transition Policy

***“Aim high – live life to the full”***

Written By	SIL
Ratified by Governors	Summer 2018
Date for review	Summer 2020
Signed Chair of Governors	<i>T. Gunderson</i>
Signed Headteacher	<i>C. Davey</i>

## Introduction

This policy has been produced in partnership between Infant and Junior Headteachers from Liverpool schools and Senior School Improvement Officers from School Improvement Liverpool (SIL). It has been agreed by LPHA and endorsed by the Director of Education.

In adopting this policy, schools, Headteachers, staff and Governors are making a commitment to fully embrace the agreed aims, principles, activities and protocols within it.

Transition is a period of change and change is a time that for some children can be very exciting and for others bring uncertainty.

Headteachers, staff and SIL officers recognise this, and in an effort to guide pupils, parents and staff through these periods we have planned protocols and guiding principles to support smooth transition between Key Stages for all children.

It is recognised that all schools are different and specific needs may vary. However, in order to achieve consistent practice across the Local Authority, there is an expectation that schools will adopt the key activities outlined and the protocols for information sharing. This does not preclude them from implementing other activities in addition to those given.

Timelines should be agreed at the beginning of the year between schools, as this will help to secure regular transition activities throughout the year. (See appendix 1).

## Contributors

Headteachers at Gilmour Infant and Junior Schools  
Assistant Headteacher Sudley Infant and  
Headteacher Sudley Junior Schools  
Headteachers at St. Cecilia's Infant and Junior Schools  
Headteachers at St. Francis de Sales Infant and Junior Schools  
Headteachers at St. Paul and St. Timothy's Infant School  
and St. Paul's Junior Schools  
Headteachers at Booker Avenue Infant and Junior Schools  
Headteachers at Lister Drive Infant and Junior Schools

Senior School Improvement Officers from SIL:  
Miss Jacqui McClelland  
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## Policy Overview

- Aims
- Principles
- Activities to support children
- Activities to support parents
- Activities for school leaders
- Activities for Y2 and Y3 teachers
- Transfer documents

## Aims

- Trust and cooperation between all schools.
- Smooth transition between key stages for all children to ensure their personal well-being is prioritised throughout the process.
- Children begin their new setting confident and ready for learning.
- All relevant information and agreed transfer documents are shared between different settings, following GDPR protocols and guidelines.
- Systems are in place for cross-phase moderation of standards.
- Consistency, continuity and progression in learning across the curriculum.
- Parents/carers have adequate information relating to transition and are effectively supported through the process.

## Principles

**To ensure the success of the transition policy, it is vital the following agreed principles are upheld by all schools:**

- All agreed information and timescales will be in co-operation with both schools, other agencies as necessary.
- Timescales for transition will focus on the individual needs of every child and may be variable between individuals and groups.
- All schools are committed to nominating a designated transition leader to co-ordinate the successful management of transitions across all phases.

## Events and activities throughout the year: FOR CHILDREN

### **Key activities for all schools**

- Transition days – meet the teacher/staff/tour of the school/presentations about what is to come.
- Y2 have lunch in Junior dining hall to meet lunchtime staff.
- Y2 worry box which Y3 children and staff answer/videos to allay Y2 fears.
- Picture booklet showing school areas and staff who will be working in those areas / staff who can help and support children across the day. (Y3 could produce this).
- Y2 and Y3 children attend class assemblies / Christmas productions.
- Bridging/Transition unit of work and work produced that can be displayed in their new classroom in September.
- Y3 pupils to visit Y2 classes at different points in the year and share their experiences.
- Additional days / activities for vulnerable children.

### **Other possible activities for consideration**

- Y5 buddies to facilitate transition days.
- Y2 to participate in break time and lunch time play.
- Y2/Y3 to attend Junior/Infant sports days.
- Y2 children access the Junior website for news, videos, podcasts and events.
- Join the school library.
- Special events days – e.g. Art / Science / Sport / Music days.
- Y2 attend lower school assembly.

## Possible events and activities throughout the year: FOR PARENTS

### **Key activities for all schools**

- July meeting for Y2 parents, with both Headteachers - to share important information, answer questions and meet key staff.
- Additional transition meetings to be arranged to support anxious parents / carers and address their concerns and issues.
- KS2 SENDCo to attend wherever possible, all SEND, CLA, EHAT reviews during Y2 summer term.
- Parents of children with specific barriers to learning will be encouraged to meet with all relevant staff to ensure that concerns/issues are dealt with during parent/carer transition days/mornings.

### **Other possible activities for consideration**

- Junior school newsletters made available to Y2 parents.
- New Y3 parents meet and greet Y3 staff early in September.
- Infant Head attends Y3 new parents evening in September.
- Year 3 staff to attend Y2 open afternoon in the summer term.
- Y2 parents attend Junior coffee mornings/open afternoon in term 3.

## **Possible events and activities throughout the year: FOR SCHOOL LEADERS**

### **Key activities for all schools**

- Transition Leads of Infant and Junior schools facilitate meetings during Summer 1/2 and Autumn 1 relevant to the child's education, around children, parents and families.
- Headteachers of both Infant and Junior schools attend special events at the other school to help establish relationships with parents and children.
- At key points throughout the year (termly), Headteachers / Transition Leaders / Y2 & Y3 teachers meet to review the outcomes of monitoring and assessment activities (eg. book scrutinies, joint moderation, Teacher Assessments and intervention impact evaluations).
- DSL and SENCOs from both schools meet to share information and discuss the needs of vulnerable children and families and those with SEND.
- Administrative staff of both schools to liaise over transfer of records including welfare to ensure seamless update of SIMS

### **Other possible activities for consideration**

- Headteachers and Transition Leaders invited to a termly network meeting facilitated by SIL as part of the universal offer during the first year.
- The end of year review meetings to be facilitated by the school's LSIP/SIL.

## **Possible events and activities throughout the year: FOR Y2 / Y3 TEACHERS**

### **Key activities for all schools**

- Moderation of work jointly between Y2 and Y3 teachers – at key points (termly) which include the opportunity to review maths, English, science and Foundation books.
- Year 2/3 staff take part in lessons, group activities and intervention sessions in each others' schools.
- Transfer of information meetings to discuss individual children/groups.

### **Other possible activities for consideration**

- Lunch visits.
- Lesson swaps – this could include teachers and or TAs

### **Transfer of information and records**

The protocol agreed in this policy is that all of the following information and/or documentation is shared during handover meetings, to take place during the last 3 weeks of Summer 2.

- End of year reports.
- KS1 teacher assessments, including formative assessments in order to show gaps in learning and next steps.
- Scaled scores / test papers / QLA.
- Y1 and Y2 phonics results, including current phonics assessments.
- SEND details – (1 page profiles – PIVATS information / IEPs / EHATs / Outreach reports / E.P. reports / Medical).
- Intervention provision maps and lists / PP information.
- Samples of books (Summer 2 Maths, English, Science and 2/3 Foundation books), to be used in the first half term to support planning.
- Y2 Cross-curricular bridging unit of work produced in the summer term.
- Safeguarding information (DSL).
- Attendance, PA and punctuality information.
- Families supported by EWO information.
- Records of achievement.

## APPENDIX 1

### TIMELINE FOR TRANSITION ACTIVITIES

#### CALENDAR OF EVENTS

Month	Children	Parents/Carers	School Staff	Transition Manager
July				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				
August				

## APPENDIX 2

### SEN transfer template

#### Transfer Records

<b>Name:</b>		<b>DoB:</b>			
<b>SEND Details:</b>					
<b>Background/Context</b> Family information/Other					
<b>EYFS, Phonics and KS1 assessments</b>					
	<b>GLD</b>	<b>Phonics</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>EYFS</b>					
<b>Y1</b>					
<b>Y2</b>					
<b>Y2 Scaled Scores</b>					
<b>Support/Interventions provided including progress:</b>					
<b>External Reports: (Summary)</b>					
<b>Medical Issues:</b>					
<b>Future Support Required :</b>					
<b>Attendance Information:</b>					