



St Mary's Church in Wales School Ruabon

Transition Policy

Our overall ambition in all we do is to ensure our pupils have excellent opportunities to develop into:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Definition:

Transition means change. It is defined as the movement from one set of circumstances to another.

Introduction:

Moving can be an exciting and challenging time. We want our pupils to experience a smooth transition throughout their learning, so that the pace and equality of learning are maintained to ensure that children continue to make the very best progress.

Aims for the Policy:

- To provide a smooth transfer from home to nursery and subsequent years throughout the school.
- To secure continuity of education between all phases.
- To improve progress in learning at all phases.
- To secure common understanding of good practice on the range of methodologies used in previous and future phases.
- To secure good knowledge and understanding of pupils learning experiences and standards of achievement/attainment in previous and future phases.
- To identify vulnerable pupils and provide them with appropriate support.
- To ensure pupil data is transferred efficiently and is accessible to all teachers and used well to in for teaching and learning.
- To promote the development of pupils personal and social development.

Equal Opportunities and Inclusion:

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

Continuity of Teaching and Learning:

At St. Mary's School, we use the following processes:

Transition into Foundation Phase

a) Transition from home to setting/ (nursery)

- Pupils are given opportunities to spend a morning with the present Nursery pupils and staff. Parents can discuss any problems they may have/questions to answer. Information packs given.

b) Transition from setting/early entitlement to nursery school

- Playgroup pupils are given opportunities to use the outside facilities under the Nursery canopy and outside play area.
- Pupils are given opportunities to spend a morning with the present Nursery pupils and staff. Parents can discuss any problems they may have/questions to answer.
- Nursery entrants are staggered in September for one week to help settle pupils and establish a routine.

c) Transition from nursery to reception

- Nursery/Reception pupils and all staff have regular contact throughout the year using the shared facilities.
- Nursery and Reception pupils learn and play together in one unit.
- Transition Day visits to new class areas during Summer Term.
- Meeting with all Foundation Staff to discuss any cause for concern/behaviour at the end of Summer Term.
- Joint School Nursery/Reception Trip early Summer Term.
- Information given to parents during an open morning in July to discuss the curriculum and routines. An Information Booklet is given outlining some of the routines expected in Reception.

d) Transition from reception to year 1

- Reception pupils visit Year 1 setting to meet Teacher and Teaching Assistant during the Summer Term.
- Information booklet for parents.
- Meet the teacher evening in the first term.

e) Transition from year 1 to year 2

- Year 1 pupils visit Year 2 setting to meet Teacher and Teaching Assistant during Summer Term.
- Information booklet for parents.
- Meet the Teacher evening in the first term.

Transition from Foundation Phase into Key stage 2

- Information booklet for parents.
- Year 3 Teacher to read stories.
- Year 2 pupils to hot seat year 3 teacher.
- Year 2 pupils to question year 3 pupils.
- Year 3 Teachers listens to readers.
- Year 2 visit year 3 class for morning.
- Meetings to discuss pupil progress - individual development plans, learning journeys etc.
- Hand-over of Sample of work folders/ outcomes.
- Opportunities for Key Stage 2 teacher to join morning Foundation Phase assemblies.

Transition from Key Stage 2 to Key Stage 3

- In line with our Transition plan to Secondary school. (Ref: plan in SIP)
- Pupils visit schools.
- Various projects through throughout the academic year.
- Samples of worked standardised and portfolios moderated.

In Year Transfers

- Individual tours offered to all incoming parents and pupils, time for the pupil to stay with current class is also offered to help get acquainted with their new surroundings.
- Parents receive a "Parents Pack" with information about the school.
- A "buddy" system is used to help the new child integrate.
- Records from the previous school are made available to the class teacher.

Roles and Responsibilities

a) School Staff

- Familiarise self with shared information.
- Keep parents informed about any concerns.

b) Parents/Carers - (linked to home school agreement)

- Help your child to make new friendships.
- If your child is up-set ask staff to help.
- Be on time at the start and end of session.

- Take time to read newsletters/website.
- Share relevant information with staff throughout the year.
- Settling in may take a while - be patient.

Outcomes

a) For the Pupils

- To feel at ease with transition to school, and be familiar with the school environment.
- To have opportunities to discuss emotions.
- To feel supported by adults.

b) For Families

- To understand what the transition programme entails and feel involved in their child's transfer throughout the school.
- To feel reassured that their child's emotional well-being is being catered for.
- Good communication between parents / carers and staff.

c) For Staff

- Good communication between parents/ carers and staff.
- Pupils transfer between home/ setting/ classes and schools with confidence.

This policy is reviewed in line with Our Policy Document Cycle.