



**Newall Green
Primary School**

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



Pupil Transition Policy



Document Control	
Title:	Pupil Transition Policy
Date:	Sep 2020 Version 2
Supersedes:	Version 1
Amendments:	Covid arrangements
Related Policies / Guidance:	Curriculum Policy, Safeguarding Policy, SEND Policy
Review:	Nov 2022 – or if sooner if needed

**Approved by:
Governors**

LGB

Date: 2017

Last reviewed on:

30/9/2020

Next review due by:

Introduction

Newall Green Primary School (NGPS) is fully committed to the welfare of each child and therefore care and attention is given to each stage of the child's transition whether it is on entry to the school at Nursery, within school from year to year, entry into school mid-year or transition to secondary school.

Aims of this Policy

Entering a new situation (a new classroom and a new teacher) for many children is an exciting time. However we acknowledge that for some it can be a stressful time, and some points of transition can be especially so due to the change of classroom or building, approaches and unfamiliar environments.

Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition and continued effective learning.

It is therefore the aims of this policy to:

- promote the smooth transition of children throughout their time at NGPS and beyond.
- prevent and alleviate stress
- promote continuity of effective teaching and learning

Principles that underpin this policy

Children learn best when they feel happy and secure. Providing opportunities for them to experience the routines and location of their next year group and by providing opportunities to meet the staff who will be working with them, helps to promote confidence. This may be possible face to face but under certain circumstances such as the Covid 19 pandemic these experiences may have to be a virtual experience.

Where there is a transition we plan to make sure that;

- The approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.
- The website is used to share information about the transition and classes.

Key factors

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents/carers, existing staff, receiving staff and, if age-appropriate, with the child.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit.
- Relevant medical information alongside any additional needs are communicated so that appropriate health care plans can be devised before the pupil starts within the setting.
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information is shared e.g. social care issues, special educational needs.
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis. Where this is to another school the information will be sent separately to the child's school file in line with our Child Protection Policy and signed for by the staff receiving the information.

Pre-School to EYFS (Nursery)

Parents/Carers:

- are invited to a transition meeting which is used as an opportunity to introduce parents to their child's new Key Worker. Our School Vision and expectations of behaviour and systems are shared. An outline is given of the curriculum and topics across the year, the routines in place and how home and school can work closely together to support their child. For example parents have an opportunity to find out about 'Friends of Newall Green'(Parent-Teacher Association type group) and how learning can be supported at home. Parents may also be introduced to the School Nurse, sample school dinners and have an opportunity to browse School Uniform.
- receive an information pack and prospectus.
- return all relevant permission slips and forms to the school.

- are invited for a tour of the school if they have not previously visited the school.

Children:

- Children and their parents will have the opportunity to work with Key Workers before they start Nursery. During the year before they start Nursery a series of workshops are in place for the parent and child to attend. These will focus on 'School Readiness', developing language skills, developing cooperative play and tasks that will help children and parents work together to improve learning skills.
- With particular needs or SEND may have additional visits accompanied by their preschool key worker who may also support the child with a visual record of the school.

The Class teacher(s):

- will gather information from each child's previous pre-school setting
- sit with each parent to fill in 'the Passport' to share and gather information.
- read the incoming EYFS records and any other records from the previous setting to ensure effective planning.

Office Staff:

- provide the parents/carers with an information pack containing a school prospectus and information on school uniform and ensures all permission letters, contact details and medical forms are provided and returned to school.
- ensure the parent /carer has completed a data collection sheet and update SIMS as soon as possible.

Any safeguarding information and records will be shared with the Designated Member of Staff for Child Protection who will share with staff on a relevant and 'need to know' basis.

Once the children are in school and the transition takes place at the end of each year, parents and carers will:

- Have open door access for the first week to meet the new teacher & help their child settle in their new class
- meet the new class teacher in Autumn term and to find out the class routines, expectations and curriculum details for the year ahead.
- Receive termly or ½ termly Curriculum Information Letters to inform them of the planned learning.
- In Early Years Classes and throughout KS1 parents have opportunities to meet the class teacher and join the class for a wide range of activities and celebrations on a daily basis as part of the open door policy each morning.

Children:

- write in their new Literacy books in preparation for the start of the new school year
- visit their new classes and teaching team for a morning towards the end of the summer term.

Class teachers:

- plan learning opportunities during the transition morning for their incoming class to find out each child's interests and strengths and what they already know about the forthcoming topic and what they might like to ask (child led enquiry).
- attend a handover meeting with the next/previous class teacher to share each child's academic, social and emotional strengths and areas for development.
- The following are discussed and passed on to the next teacher for further reading:
 - Assessment file
 - Pastoral / Health Care file
 - All English and Maths books, Sketch Books, Language folders/books and Reading records are passed up with the child to the next class teacher.
 - Examples of ALL children's work of different abilities in each year group are kept at the end of each year (and sent home the following year) for Ofsted purposes.
 - SEN files
 - Assertive mentoring files & information

In year admissions from EYFS (Reception) to Year 6

Parents/Carers:

- visit the school for a tour and to meet staff and discuss their child's needs.
- receive an information pack including the school prospectus.
- return all relevant permission slips and forms to the school

Office staff:

- request the school records and CTF* from the child's previous school and make this available to the class teacher and head teacher
- provide the parents/carers with an information pack containing a school prospectus and information on school uniform and ensures all permission letters, contact details and medical forms are provided and returned to school
- ensure the parent /carer has completed a data collection sheet and update SIMS as soon as possible.

SENDco:

- contacts previous school to receive information and discuss needs relating to SEND, PP, CLA and EAL children.
- meets with the pupil, parents/carers and staff to discuss needs and support before drawing up any support needed in line with other school policies

Class teacher:

- organises a set of books and a coat peg for the new pupil.
- reads and acts upon all available records from previous setting made available to them.
- requests further information as needed from the previous school and makes contacts by phone if necessary as supported by the head teacher.
- ensures the new child is given a buddy from within the class.
- ensures the child is quickly made aware of and understands key class and school routines and systems e.g. Vision, timetable, rules, rewards, location of key areas of the school and toilets and is familiar with the Fire Emergency Plan etc.
- ensures the child has an appropriate level reading book and is set up ready for any Home Learning by the end of the first week.
- Liaises with the IT Technician to ensure the child has a log in.

- Enables reading and spelling assessments to be carried out within the first 2 weeks.
- supports the child to assimilate smoothly into the class getting the know the child's interests to facilitate this.

Children leaving in-year from EYFS to Year 6

- Class teachers will pass any relevant information to the new school
- SEN files & medical information will be sent by the SENDco.
- CTF files will be sent by the office staff.