



South Hiendley Primary School

Transition Policy

Interim Head of school: Mrs M Reed

Date: January 2020

Next Review: January 2021



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Transition Policy

Rationale

Transition practices and procedures at South Hiendley Primary School (SHS) are designed to promote a seamless transition between each year group, school, setting or home.

Aims and Objectives

The aim of transition practises and procedures at SHS is to ensure that there are consistent high expectations and pace of learning across the school for all groups of children, including those joining us at different points during their primary education.

Organisation - Practices and Procedures

Tracking

- Target Tracker documents will be completed termly by class teachers, determining if children are 'on track' to reach Age Related Expectations (ARE). Key groups such as the bottom 20%, gender, Pupil Premium and SEND will be monitored closely by the class teacher and SLT. Data will drive lines of enquiry during *Pupil Progress Meetings*. Provision to ensure children are catching up, keeping up and being challenged, will be identified.

Target Setting

- Teachers to monitor tracking to identify gaps in children's learning and use this to inform planning and target setting. Targets will be shared with the Headteacher at *Pupil Progress Meetings* and with parents / carers at *Parent /Carer Consultation Meetings*.

Transition Between Year Groups

- Teachers will meet together towards the end of the academic year at a designated time to discuss the children in the class they will receive in the following September. During the *Transition Meetings* Teachers will discuss pupils, the receiving Teacher will make notes on the *Pupil Information Sheet*.
- Teachers to complete a *Transition Sheet* to discuss with the receiving teacher. This will detail if the child was working below, at or above ARE at the end of the year. It will also show where the children were at key points, such as EYFS Baseline, end of previous year, end of

current year and predictions for end of EYFS, Key Stage 1 or Key Stage 2. This will be monitored by *Senior Leadership Team*.

Transition of Pupils From Different Schools / Settings in to Key Stage 1 and Key Stage 2

- Baseline information is to be collected within the first two weeks of the child joining the school. Such information is outlined on the 'New Starter' Sheet and includes information gained from the previous school, other agencies and parents / carers. The class Teacher will assess the child and make a baseline judgement as to where that child is at in their learning, according to the expectations of the year group in both Maths and English.
- The Learning Mentor will complete a *Parent / Carer On-Entry to School Questionnaire, Children New to SHS* and share comments with the class Teacher and other members of staff where appropriate, such as SENCO and Headteacher.
- The Learning Mentor will support the new pupil in completing a *Welcome to SHS New Pupil Questionnaire*. Comments made by the pupil will be shared with class Teacher and other members of staff if as appropriate.

Transition into Nursery and Reception

Please see Early Years Foundation Stage Policy.

Monitoring

The Transition Lead will monitor that transition practices and procedures are being carried through observing transition meeting and collecting completed transition paper work. The impact of the transition practices and procedures will be measured through early Autumn lesson observations, planning and pupil progress, feedback from pupils and staff.

Signed: (HT) _____

Signed: (COG) _____