



# Kingston Community School

*Grace, love & fellowship*

## Transition Policy

Approved			
Review Date			
Signed (Interim Headteacher)		Name	Devinder Riat
Signed (Chair of Local Governing Body)		Name	
Signed (Company Secretary)		Name	

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## Aims

We aim for Kingston Community School to be an ideal learning environment for nurturing and developing the whole child.

We recognise that pupils are vulnerable during transition stages. Our aim is for the child to experience a smooth and happy transition between one familiar setting, including home, and another. This will:

- Ensure that the pace and quality of learning is maintained to ensure each child continues to make the very best progress
- Support children moving into new learning environments ready for future learning and development
- Allow appropriate flexibility within the curriculum to meet the needs of the individual child
- Ensure that all staff see transition as an ongoing process rather than a singular event
- Fully Inform and involve parents and children in all parts of the transition process

## Objectives

The objectives to meet our aims are:

- To have a clear transition framework across the school which is known and used consistently in each year group (See appendix 1)
- Develop personal, social, emotional, and behavioural skills (PSED) that supports a successful transition i.e. self-awareness, managing feelings, motivation, empathy, and social skills
- To involve parents as much as possible in the process
- To ensure every child is well supported

## Success Criteria

Success of the process will be measured based on the following criteria:

- Children are able to enjoy new approaches to learning as and when they arise. Progression identified through assessment and monitoring
- Children are motivated and excited, ready to take on new challenges with confidence in their new learning environment
- Evident readiness to learn i.e. confident, happy, not frightened of being wrong, willing to take risks. Evidence through the school monitoring programmes supported by lesson observations
- Children excited to come to school: there will be at least 95% attendance and less than 1.25% lateness
- Whole school attendance target is 96%
- Children have a positive acceptance of relevant school systems i.e., class rules
- Behaviour incidents recorded daily on SIMS with children showing respect for class rules; evidence from whole school analysis of behaviour and rule analysis, with monthly reports to staff
- Survey at the end of the first half term for Reception parents about success of transition

## **Equal Opportunities and Inclusion**

Kingston Community is committed to promoting and supporting the inclusion of pupils who have behavioural, emotional, social, physical, or learning needs where this is appropriate. In order to achieve this we work in close partnership with Local Authority support services and other relevant agencies.

## **Common knowledge exchange expectations**

The transfer of information prior to the child starting in the new environment will be correlated in partnership with appropriate agencies on a 'need to know basis' including parent(s), existing staff, receiving staff, and where appropriate the child.

The information should focus on the whole child, including:

- child development
- progress & achievement
- interests
- family unit
- relevant medical/health information
- any additional needs
- social care issues
- special needs
- looked after children
- styles of learning and teaching
- motivations and challenges
- communication passports information at annual staff handover

This accurate knowledge of transfer information would ensure:

- appropriate resources are available to support the specific needs of the child i.e. medical, behavioural, child protection
- A consistent approach to transition across the school
- Styles of teaching and learning are adapted to meet the needs of the children

## **Program of Transition between Phases**

Core activities

All class teachers, when meeting with a cohorts next teacher must pass on the following information during their hand over meeting in the summer term. This will be on the agreed school proforma, see Appendix 1.

- Useful information about individual children e.g. glasses, grommets, dietary needs
- Medical information
- Appropriate personal/confidential information on the family where appropriate
- EAL information
- SEN information
- Assessment information

## Home/Preschool Transfer to Reception

Event	Notes	Time
Open days	For current nursery aged children and their families	termly
'Readiness for School' workshops		
Stay & Play sessions	Children visit new class with parents/carers for an allotted time am/pm	July
Kingston Community staff to visit local pre-schools	Prior to new intake to allow children to meet staff and for staff to observe children in familiar surroundings.	July
Kingston Community staff to visit children in their home surroundings	EYFS Handbook (including school prospectus) given to all parents. This to include photos of staff.	September
Pre-school settings to send IDM's to EYFS	Staff to attend annual borough transition events.	July
Staggered induction of children	This will ensure children settle in and become used to new routines	September
New parents meeting		Sept/Oct

### Expectations at the end of Nursery in preparation for transition into Reception

- To be able to put coats and belongings on independently
- Awareness of new teacher and Nursery Nurse
- To be able to separate and settle independently
- To be able to express preferences and interests
- To be able to demonstrate friendly behaviour
- To be able to be confident to ask for help
- To be able to follow adult instructions
- To be able to be aware of boundaries

## Reception Transfer to Year 1

Event	Notes	Time
Visits of Reception children to Year 1 classrooms to explore environment	Various activities set up for independent learning enabling new class teacher to make preliminary observations	July
Meet the teacher	Activity to be set by forthcoming new teacher	
Arranged story sessions for Reception children in their prospective new Year 1 classrooms with their new teacher		July
Arranged times for Reception children to join KS1 playtimes		June
Visits by Year 1 children to Reception for question and answer sessions		July
Meeting of Reception parents to inform them of what to expect during the Autumn term of Year 1		July
Discussion meeting between Reception teachers and Year 1 teachers to talk about the needs and any concerns there may be of individual children	EYFS profiles passed on. Gaps in learning identified and planned for in Year 1	July
Moving on leaflet sent out to parents of Reception children	This explains a little of what is to be expected when in Year 1	

### Expectations at the end of Reception

- To be able to listen to one another's ideas, comment & ask questions
- To be able to manage own basic hygiene successfully
- To be able to begin to be responsible for their own belongings
- To be able to be familiar with 'Learning Talk'
- To be able to change their reading book independently

## Year 1 Transfer to Year 2

Event	Notes	Time
Year 2 teachers to visit Year 1 children	Twice in the summer term to talk about exciting writing	July
Story sessions in Year 2 classes		July
Year 1 to work in their forthcoming Year 2 classroom for a morning/afternoon		
Discussion meeting between Year 1 teachers and Year 2 teachers to talk about the needs and any concerns there may be of individual children	Relevant data and assessments to be passed on to relevant teacher	July

Expectations at the end of Year 1
<ul style="list-style-type: none"><li>• To be able to begin to write the date and begin to write learning objective on work</li><li>• To be able to enter the classroom and sort out personal belongings independently</li><li>• To be able to be responsible for handing in home learning</li></ul>

## Year 2 Transfer to Year 3

Event	Notes	Time
Literacy lesson	A two hour session to enable discussions about expectations of presentation etc before September	July
Maths lesson	As above	July
Story sessions		July
Discussion meeting between Year 2 teachers and Year 3 teachers to talk about the needs and any concerns there may be of individual children	Relevant data and assessments to be passed on to relevant teacher	July
Practise lining up in new position in playground after playtime	To happen before maths lesson	July
Exciting writing sessions for Year 2 children	Exciting writing to be marked by Year 3 teachers	July

### Expectations at the end of Year 2

- To be able to write the date and to write the learning objective
- To be responsible for handing in home learning on time
- To be able to change reading books independently
- To be responsible for using individual trays

## Year 3 Transfer to Year 4

Event	Notes	Time
Becoming familiar with new build, knowing where classrooms, resource room, ramp is located		July
Discussion meeting between Year 3 teachers and Year 4 teachers to talk about the needs and any concerns there may be of individual children	Relevant data and assessments to be passed on to relevant teacher	July
Sleep over in school for 1 night		July
'Meet the teacher' morning incorporating lessons for year 4		July

### Expectations at the end of Year 3

- To be able to write the long and short date, and underline the learning objective
- To be able to draw a margin, hand in home learning on time
- To be able to be responsible for showing the teacher reading log without being reminded
- To be able to fill in details of reading logs independently
- To encourage parents to sign reading logs

## Year 4 Transfer to Year 5

Event	Notes	Time
Half day as Year 5 when Year 6 are on secondary transfer day.	Year 5 will do the same on the same day	July
Discussion meeting between Year 4 teachers and Year 5 teachers to talk about the needs and any concerns there may be of individual children	Relevant data and assessments to be passed on to relevant teacher	
1 night residential trip	Residential trip	

### Expectations at the end of Year 4

- To be able to know when it is acceptable to use the toilet e.g. break time, or end of lesson
- To be able to ensure reading diaries are signed and in school each day
- To be able to complete home learning independently
- To be able to know where to get home learning from if absent on the day it is given
- To be able to be responsible for own sports kit
- To be able to take on further responsibilities eg Buzz Team

## Year 5 Transfer to Year 6

Event	Notes	Time
Half day in year 6 incorporating a Literacy lesson	Literacy project set to demonstrate the expectations in year 6	Post SATS summer term
Discussion meeting between Year 5 teachers and Year 6 teachers to talk about the needs and any concerns there may be of individual children	Relevant data and assessments to be passed on to relevant teacher	July
Moderation of Golden writing with Year 6 teachers		July
2 nights residential to Sayers Croft		
Visits from Year 6 teachers		July
Secondary school visits		July

### Expectations at the end of Year 5

- To be able to act as good role models for the younger children in school by lining up properly after lunch and after morning break
- To be ready to take on additional roles and responsibilities in year 6 eg Class Monitor for younger children, Sports Captain, Prefects
- To have a positive attitude to learning that prepares them for Year 6
- To demonstrate good manners and politeness by holding doors open for adults and saying good morning/afternoon when appropriate

## Year 6 Transfer to Year 7

Event	Notes	Time
Taster days at local secondary schools		
Enrichment opportunities at secondary schools		
Residential 3 night trip		May - July
Secondary school visit day		
Visits from Year 7 pupils	To talk about their first year	
Secondary teachers school visits		June/July
Secondary transfer for vulnerable children/SEN	Communication passports created for children who might have difficulties with transition	

### Expectations at the end of Year 6

- To be able to show good manners- holding doors open for other members of staff and each other
- To be proud to wear school uniform -100% correct including shoes
- To be able to keep home learning diary up to date showing regular changes of free reading books
- To be responsible in the playground as the eldest children
- To be able to show a mature attitude and approach to being head boy and girl, house captains, prefects and monitors
- Show respect for school and classroom equipment
- To be able to set a good example to the younger children in school by walking around the school quietly

# Kingston Community School

## Year Group Transition Template

Topics to cover	Notes
<p><b>Assessment information:</b></p> <ul style="list-style-type: none"><li>• Information on attainment and progress in reading, writing and maths</li><li>• Information on other subjects</li><li>• Information about any particular groups of pupils, such as pupils in receipt of the pupil premium and pupils who speak English as an additional language</li></ul>	
<p><b>Medical needs:</b></p> <ul style="list-style-type: none"><li>• Pupils with individual healthcare plans</li><li>• Information such as the number of pupils with asthma and any other medical needs</li></ul>	
<p><b>Special educational needs (SEN):</b></p> <ul style="list-style-type: none"><li>• Which pupils have SEN, and their main needs</li><li>• Current levels of support</li><li>• Where records are kept (the SEN co-ordinator may be involved in this conversation)</li></ul>	

<p><b>Behaviour:</b></p> <ul style="list-style-type: none"><li>• Which pupils have behaviour care plans</li><li>• Any regular adaptations for specific pupils</li><li>• What works and doesn't work for individual pupils, and for the whole class</li></ul>	
<p><b>Safeguarding:</b></p> <ul style="list-style-type: none"><li>• Any issues that have occurred (NB: teachers may not have access to all information)</li><li>• Any practical points, such as which parent picks up a child at the end of the day</li><li>• Information about any vulnerable children</li></ul>	
<p><b>Friendship groups</b></p> <p>(Pupils could also be asked to write down which two pupils they are particularly close to)</p>	
<p><b>Relationships with parents:</b></p> <ul style="list-style-type: none"><li>• Levels of parental engagement</li><li>• Any issues with parents</li><li>• How to work best with different parents</li></ul>	

<p><b>Motivators</b> – what worked well with the class</p>	
<p><b>Challenges</b> – what did not work well with the class</p>	

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