



Malden Parochial C of E Primary School

Transition Policy

Governors' Committee Responsible: Curriculum Committee

Status: Review Cycle: Annual

Date: March 2024

Date of next review: February 2025 (or as required)



Educating with Love for Wisdom Joy and Peace

Transition Policy

The aim of this policy is to promote the smooth transition of children at the start of each new class and ensure that all children feel secure in transition.

Entry to Nursery

Individual home visits sessions are arranged so that parents have a chance to talk to staff prior to their child starting in the Nursery. Start days may be staggered for children with an emphasis on children developing routines and settling into school life.

Nursery to Reception

Nursery and Reception share a building and free-flow between all areas, as a result staff know children very well and there is seamless communication between all staff. We quickly build a feeling of community as Early Years pupils come together with the rest of the school for collective worship. They use the hall for P.E. and to watch and take part in performances.

Reception to Year 1 (Key Stage 1)

We ensure a smooth transition between Reception and Year 1 (Key Stage 1). Whole school collective worships ensure that children are familiar with all staff, children play together at break times. The Year 1 teacher spends time in the summer term with the Reception class, so that the children are familiar with their new teacher. The Early Years staff ensure the transition is smooth, with any changes made and/or new national initiatives on the process of transition are always considered.

Class to Class (KS1 to KS2)

Throughout a child's time at Malden Parochial smooth transition from class to class will be ensured through

- Daily whole school collective worship
- House teams to develop a sense of belonging and community
- Children share their work with their next teacher
- Teachers meet to discuss individual children
- Visit to their new class and to meet the new teacher takes place in July
- Transfer of individual child's records
- Assessment Folder
- Books sent to next class teacher:



Children Joining from Y1 to Y6

- Individual tours are offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings
- New children assessed quickly by class teacher and/or SENCO
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENCO

Y6 to Y7

- The Y7 tutors from receiving schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer
- Identified children (e.g. SEND) receive additional support before and after transition
- Transfer of records to secondary school
- Y6 children attend their prospective secondary school for a Transition Day during the summer term
- Information is sent to the child's next school including National Curriculum levels and standardised scores. Parents are encouraged to share their previous school report

Equal Opportunities

We recognise that for some children with special educational needs or English as an Additional Language, transition may be stressful period of time that can affect their progress. Hence, we will ensure to identify those requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Monitoring and Evaluation

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant children. The effectiveness of the transition stages are monitored and the Senior Leadership Team will evaluate the transition processes annually and update the procedures as necessary.