




Campsbourne School Transition Policy

Policy Originator	Campsbourne School
Committee Responsible	Curriculum and Standards Committee
Status	Statutory
Last reviewed	Summer 2024
Ratified on	08.05.2024
Review period	Annual
Signed	

Campsbourne School is fully committed to the social, emotional and educational needs of each child. We endeavour to pay particular care and attention to the transition of children as they move through the different stages of primary school. This journey involves a process of change that requires children to adapt their feelings, thoughts, attitudes and behaviours to embrace the new challenges.

Rationale

At Campsbourne School children make several transitions:

- Upon entry to the EYFS
- Nursery to Reception
- From Reception (Foundation Stage) to Year 1 (KS1);
- From year 1 (Infant Building) to Year 2 (Junior Building)
- From Year 2 (Infant School) to Year 3 (Junior School)
- From Year 6 to KS3 (Secondary)
- Joining school mid year.

Each of these transitions presents new expectations and challenges. Thus a smooth and successful transition that contributes to the positive learning experience of the child is essential. To help the child feel secure, confident and excited about moving stages we strive to ensure that each move is as 'smooth' as possible so that the pace and quality of learning is maintained.

Aim

Effective transition aims to ensure pupils have:

- A smooth and gentle increase in expectations both academically and socially;
- Confidence and ability to cope with change;
- A positive experience with minimal anxiety;
- A positive attitude and the ability to embrace new challenges and take risks;
- A clear understanding of the new expectations ahead of them;
- Effective pastoral support;

We also recognise that the transition process affects parents as well as their children and some may not be familiar with each new phase their child enters.

Effective transition aims to ensure parent have:

- Access to timely information about the new phase their child is entering.
- The opportunity to ask questions.

Upon Entry to the Early Years (Nursery and Reception)

	Teachers	Children	Parents	SEND
(Prior to Joining)	Where children are coming from other settings, we do our best to contact the child's previous nursery/childminder for feedback on their progress and any specific information which would support their transition to school.	Open Evening Late June / Early July	Parents are informed about their child's class before the Parents Open Evening.	Individual meetings with SENCo or Head Teacher are offered where there are specific concerns.
			Parents Open Evening (to include completion of paperwork)	
	Where possible the EYFS Lead will also visit the nurseries of children coming from different settings, in advance of the parent and child open evening in July.	Where children are coming from other settings, we do our best to arrange for children to visit Campsbourne with their key worker or a significant adult (parent/carer).	Parents are given a Transition Booklet which explains the school routines.	
			Home Visits take place at the start of the autumn term.	
			Children and parents are encouraged to speak to the class teacher or nursery nurse about any significant changes, so we are able to support them better in school.	
			For children coming straight from the home or where their current setting cannot visit we offer parents time to spend in class with their child.	
Children in our Nursery spend time learning and playing with Reception children at planned times in July.	Children and their parents receive a transition booklet for them to read through during the holidays. This booklet explains the routines of the day.			
September	Teachers meet to discuss new class.	Staggered Induction starting with children unfamiliar with the school. Children and parents are encouraged to speak to the class teacher or nursery nurse about any significant changes, so we are able to support them better in school.	Welcome Coffee Mornings to answer general questions before end of September. After School Social in Infant Playground so parents can get to know each other. This should take place before the end of Autumn 1	
Autumn Term 2			Parent Workshop (Phonics and Reading)	

Reception to Year 1

	Teachers	Children	Parents	SEND
Summer 2 (Reception)	Exchange of information about class between teachers.	<p>Children attending assembly with year 1 on Tuesdays and Thursdays. Both reception classes continue to have their celebration assembly together.</p> <p>Children encouraged to visit Year 1 to share good work</p> <p>Year 1 teacher spends time with reception class – reading stories, child initiated play etc.</p> <p>One ‘formal’ morning visit to work in Year 1 in July to meet new teacher.</p> <p>Individual transition booklet for all children.</p>		<p>Pupil progress Meeting between SenCo, Reception and Year 1 teacher</p> <p>Individual transition booklets for SEN children</p>
September		Year 1 classes have access to outdoor space at set times throughout the day. Access to this provision is available throughout the school year.	Meet the Teacher*	

*Parents have the opportunity to meet their child’s new teacher at their child’s class ‘Meet the Teacher’ meeting which is held during the first few weeks of the Autumn Term. This meeting provides information about the routines and expectations of the child’s new class and the learning which is planned for the academic year.

Curriculum Transition from Reception to Year 1

	Learning Environment	Timetable / Pedagogy
Autumn	<ul style="list-style-type: none"> * Free choose activities * Free flow from classroom to outdoor space at specific times of the day * Key areas of learning highlighted through activities and displays * Focus table (Teacher led activity) 	<p>Play based approach to learning with children choosing from a range of activities provided</p> <p>Morning</p> <ul style="list-style-type: none"> * 5x assemblies per week * Maths lesson <ul style="list-style-type: none"> * New learning - carpet based (10mins) * Talk task - at tables - (5/7mins) * Develop learning - on carpet (10mins) * Independent task - at tables (15 mins) * Plenary - tables/carpet (5mins) <p>Before Lunch</p> <ul style="list-style-type: none"> * Whole Class carpet sessions in T4W (20 minutes) per day * Daily Reading (DSR) (30mins) * Daily Phonics (25 min) * Weekly Swimming lessons * Forest School (Autumn Term) <p>Afternoons</p> <ul style="list-style-type: none"> * Foundation Subject Whole Class Input (15 mins) * A range of activities linked to the learning with the teacher taking guided-groups. <p>As children move towards the end of the autumn term there is a greater focus on children working independently on pre set tasks.</p>
Spring Onwards	<ul style="list-style-type: none"> * Focus table (Teacher led activity) * Pre planned activities using outdoor space * Group work tables/Independent learning 	<p>Morning</p> <ul style="list-style-type: none"> * 5x assemblies per week * Maths lesson <ul style="list-style-type: none"> * New learning - carpet based (10mins) * Talk task - at tables - (5/7mins) * Develop learning - on carpet (10mins) * Independent task - at tables (15 mins) * Plenary - tables/carpet (5mins) <p>Before Lunch</p> <ul style="list-style-type: none"> * Whole Class carpet sessions in T4W (20 minutes) per day * Daily Reading (DSR) (30mins) * Daily Phonics (25 min) * Weekly Swimming lessons <p>Afternoons</p> <ul style="list-style-type: none"> * Foundation Subject Whole Class Input (15 mins) * A range of activities linked to the learning with the teacher taking guided-groups.

Assessment in year 1 is through teacher assessment. Children do not sit down and complete written tests other than the statutory phonics test which all children have to complete.

Year 1 to Year 2

	Teachers	Children	Parents	SEND
Summer 2 (Year 1)	Exchange of information about SEND children between teachers.	Children encouraged to visit Year 2 to share good work One 'formal' morning visit to work in Year 2 in July to meet new teacher.		Pupil progress Meeting between SenCo, Year 1 and Year 2 teacher Individual transition booklets for SEN children
September (Year 2)			Meet the Teacher Meeting* (First Full Week)	

Year 2 to Year 6

All children visit their new classes towards the end of the summer term, spending time with their new teacher.

Parents have the opportunity to attend a 'Meet the Teacher' session which is held during the first few weeks of the Autumn Term. This meeting provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year.

Whilst some activities in the first week of the Autumn term are specifically planned to help children settle in to their new environment and get to know the adults who are now working with them, it is our policy to move to a regular timetable as soon as is practicable in order to maximise the children's learning opportunities.

	Teachers	Children	Parents	SEND
Summer 2 (Current Year)	Exchange of information about SEND children between teachers.	One 'formal' morning visit to work in new classroom in July to meet new teacher. Year 2 Graduation Show	 Year 2 Graduation Show	Pupil progress Meeting between SenCo, current teacher and new teacher Individual transition booklets for SEN children
September (New Year)			Meet the Teacher session* (First Full Week)	

Year 6 to Secondary School (KS3)

	Teachers	Children	Parents	SEND
Summer 2 (Y6)		Y6 Classes visit local secondary school for taster sessions.*	Parent Meeting to include Secondary Transfer Meeting (How to apply for a place at Secondary School)	Transition booklets for SEN students Introductory transition session with LSA using the Haringey resources and Black Sheep Press transition pack - Secondary School Readiness (part 1)
Autumn		Expectations for homework increase. Children are now given specific dates for homework to come. Children are given greater responsibilities e.g. Prefects / School Ambassadors		Weekly transition workshops with LSAs (small groups) - Black Sheep Press transition pack - Secondary School Readiness (part 2 and 3)
Spring 1				Preparation for adulthood for SEN - LSA led activities developing skills focusing on Independent Living (e.g. ordering and paying for lunch, taking a bus to school, using an oyster card) and Relationships and Community (eg. signing up for and enjoying after school clubs and extra curricular activities)

	Teachers	Children	Parents	SEND
Summer 2	Children PHSE Unit for Summer Term is "Moving On". Junior Citizenship Program* Inspirational Speaker Sessions* (linked to career options) Transport for London Travel Packs* (Supporting children with their new travel arrangements) Visits from Former Pupils to talk to Y6 about life in secondary school. * Secondary staff meet with their Year 7 cohort at primary school and have a Q and A with them about their new school. * Key children offered mentors from Y9 and Y10 in some local secondary schools. *			
	Secondary staff meet with primary staff to complete a learning / social profile.	See above	Secondary School Transition Meeting with Parents Parent and child consultation - local secondary schools.	Individual transition booklets for SEN children to go to Secondary School SENCO meeting with child's local Secondary School SENCO

*Some of the transition arrangements for Year 6 are reliant on Haringey initiatives or those from local secondary schools.

Moving school mid year can be a difficult time for children and parents. We do our best to ensure that this process is as smooth and supportive as possible.

Mid-Year Arrival Induction			
Before 1st Day			
Teachers	Children	Parents	SEND
Books and coat peg are all labelled before the child starts.	New child is introduced to SMSAs Child is given logins for Accelerated Reader and Accelerated Maths	Member of SLT / Pastoral meets with parents and child before they start school.	Initial EAL Assessment Initial consultation
1st Week			
Teacher	Children	Parents	SEND
Child should arrive at 8.30 so a member of SLT can say hello to the new child and introduce them to their new teacher.	New child is given a buddy on their first day for 2 weeks. Buddy shows them around the school. Class teacher spends 5mins each day reading with the child.	Parents are put in contact with the Class Rep	Initial consultation

Leaving Mid-Year			
Teachers	Children	Pastoral Team	SEND
Teacher talks to the child about what they would like to do as a special memory and organises this for their last day.	Children take their books home.	Where appropriate a member of the pastoral team will take the child around so they can say goodbye to key staff members.	Information sent to new school.