



## **Transition Policy Wincle CE Primary School**



Version: APPROVED

Updated: March 2020

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# TRANSITION POLICY WINCLE C. E. PRIMARY SCHOOL

## Our school's vision:

*Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.*

**Wincle School is part of a community and each member of that community is highly valued. To ensure pupils are confident during transition phases, we work with other settings to ensure the relevant information is passed on which ensures transition is a happy and calm time.**

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

<b>S</b>	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
<b>T</b>	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
<b>A</b>	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
<b>R</b>	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example. We are all unique</p> <p>★ We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>
<b>S</b>	Shine like stars	<p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

## INTRODUCTION

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Wincle CE Primary School.

## AIMS

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

## EQUAL OPPORTUNITIES AND INCLUSION

Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

## PRINCIPLES

- \* 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

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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.

## **Context**

This policy is designed to provide a carefully planned and thought through transition practice for all transitions from the PVI (Private, Voluntary and Independent) sector into maintained provision, from EYFS into Key Stage 1, from Year group to Year group, Key Stage 1 into Key Stage 2 and finally Key Stage 2 into Key Stage 3. When the term pre-school is used, it is the definition for any setting or childminder that is providing care and education for a child in the term before the start the first year in school.

*"For many children the change of setting and sense of moving on acts as a stimulus for development but if they find this change too abrupt there is a risk that the child will regress" (Bennett, J 2007).*

To ensure that children feel secure, confident and in a position to tackle new challenges ahead it is key that we support the child and family settle into their new environment. The transition process needs to be considered as just that, a process , not a one off event. Therefore it will be given the time and importance it deserves.

*"The effectiveness and quality of programmes depends largely on communication and collaboration between all people involved in the process" (Margetts, K 2004)*

Parents play a key role in supporting their child to feel comfortable with the transition process. It is important that children and parents are given opportunities to familiarise themselves with the school environment so they can start building relationships with the key members of staff. Parents and carers need to have clear information about what will be happening and what their role will be in the process.

## **Transition from Pre-school and transition from PVI Sector into EYFS**

Twinkle Pre-School is located on the same site as Wincle CE Primary School to which most children make their next transition. Although the Pre-School is independent from the school, it does foster close ties and the Pre -School Supervisor has positive relationships with the teaching staff. Positive relationships are formed between the pre-school and the EYFS/ Key Stage Lead making visits to the Pre-School sessions so she is a familiar face to the children when they visit the school. However we do take children from a range of different providers.

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Below is a list of a variety of elements that build up to be the Transition Process:

- Preschool children are invited to watch productions etc. throughout the year and join in Celebration Worship each Friday.
- Once school places have been confirmed, parents will be notified of an Open Evening, which is an opportunity to have a look around the classroom and outdoor area, meet the EYFS staff, and be informed about the curriculum as well as information about school procedures. Parents will receive an information pack with paperwork to be completed and returned before the end of the summer term.
- A variety of stay and play, story time and lunchtime transition activities will be arranged and shared with parents.
- The EYFS teachers will make contact with all preschool providers with children moving to the setting to arrange time to meet the children in their setting and arrange settling in sessions (in groups if possible).
- The EYFS teachers to provide clear transition information to all preschool providers so that they are aware of what happens at the beginning of the new term and then they can provide extra support for the children and families.

## **Information sharing**

A key element of effective practice is to make visits to the pre-school settings to meet the children, and discuss formative evidence and children's progress with their key person.

This provides an on entry assessment picture to enable continuity of learning to be planned for. At Wincle we will also do the following:

- The EYFS teacher will visit preschools to visit the children in their setting.
- Meetings will be arranged with Preschool Staff, the school SENCO, EYFS Staff and the parents of children with Additional Needs. Any children who have been identified as having additional needs will require a more rigorously planned transition and possibly an Action For Inclusion Plan.
- The Preschool lead will arrange a meeting with the school's designated Safe Guarding Lead to discuss any concerns or issues which can then be disclosed to the EYFS teacher.

## **Transition from EYFS into Key Stage 1**

The EYFS guidance states that children are entitled to a curriculum that is relevant, one that builds on their interests and what they already know, understand and can do. A child's learning journey as they move into Key Stage 1 needs to be continuous and flexibly tailored to their individual needs.

At Wincle CE Primary School, our reception pupils are in a class with year 1 pupils. The transition between the EYFS and Year 1 is therefore seamless and Year 1 builds on the successful principles and approach encapsulated in the EYFS.

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## **Whole school transition Day**

Children will have an opportunity to spend a lesson with their new teacher towards the end of the summer term in order that they familiarise themselves with their new classroom, routines and teacher. All classes move on the same day.

Those children who are in pre-school on the transition morning, will visit the EYFS class. In the summer term, a transition newsletter is sent out to the parents of children in Year 2 who will be entering Year 3 in the autumn term outlining the changes in the school day for Key Stage 2 children and any other relevant information.

At the beginning of the autumn term, class teachers send out a information letter and homework letter to all children in their class. They also hold 'Meet the Teacher' workshops providing a face-to-face opportunity for the parents to ask questions. The autumn term Parents Evening has a pastoral focus and can be seen as an extension of the transition process.

Towards the end of the summer term, staff meeting time will be made available in order for staff from both key stages to meet and pass on and receive relevant information about their new class. Progress meetings will also be held for staff to meet with the SENCO to discuss children on School Focus Plans and Educational Health Care Plans.

## **Key Stage 2 to Key Stage 3 (Year 6-Year 7)**

All Macclesfield Secondary School have good links with Wincle CE Primary School. Information about Open Evenings is distributed and the opportunity given to visit the Secondary School during the school day permitted from the summer term in Year Five. Throughout their time at Wincle, pupils have opportunities to visit the local Secondary schools to take part in Workshops, Drama activities and Sporting Events.

As Wincle is part of The Macclesfield Academy Learning Community, then links are stronger than with the other schools; however no child is discriminated due to their choice of transition to Secondary School.

Data (attendance, predicted results, special needs, medical needs, more able, other information) about the pupils will be compiled and send to the relevant secondary schools when places have been confirmed.

The following events take place in order to ensure a smooth transition from Year 6 to Year 7 at The Macclesfield Academy:

\*Regular activities throughout the school are held at The Macclesfield Academy and run by Macclesfield Academy staff or held at Wincle and run by Macclesfield Academy staff, e.g. Public Speaking, maths workshops, sports activities, drama, music etc.

\*Wincle pupils are invited to participate in evening activities from Year 5 onwards e.g. Harry Potter Evening, visit to Underwater Street in Liverpool.

\*A member of the The Macclesfield Academy staff together with a number of ex-Wincle pupils from The Macclesfield Academy students visit the Year 6 class in June for a talk

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about the transition and this is an opportunity for any issues and concerns the Year 6 children may have to be discussed.

\*The Macclesfield Academy run a Parents Evening where parents can talk about the Academy and its transition procedures.

\*Children spend a week in July at The Macclesfield Academy, unaccompanied by Wincle staff.

\*Year 6 teachers will meet with staff from The Macclesfield Academy to discuss data, educational and medical needs, friendship groups and other relevant information.

\*The SENCOs from both schools together with the Year Six teacher will meet to discuss children with Special Educational Needs. Extra transition support will be provided for those pupils who need it.

\*For pupils who are going to attend the Year 7 Transition Group, additional visits to The Academy will be organised, alongside a meeting between the Year 7 Transition Teacher and the Wincle Year Six Teacher and the Wincle SENCO. Parents are encouraged to visit the Transition Group during the school day with their child and meet both the SENCO & Transition Teacher.

\*Transition Clubs/Summer schools run by The Macclesfield Academy staff are sometimes available.

\*All End of Key Stage results are shared with The Macclesfield Academy, including Pupil Reports.

\*A Common Transfer Form is sent electronically to The Macclesfield Academy on the last day of the Summer Term.

\*All documentation is delivered to Macclesfield Academy after the last day of Summer term and before the start of Autumn Term.

\*Staff at Wincle are available to offer advice and additional information to The Macclesfield Academy following transition if needed.

The following events take place in order to ensure a smooth transition from Year 6 to Year 7 at other Secondary Schools (including those in the Private Sector):

\*Year 6 teacher will have contact with staff to discuss data, educational and medical needs, friendship groups and other relevant information.

\*If appropriate, the SENCO's from both schools will discuss children with Special Educational Needs.

\*Secondary School staff meet with the children at Wincle to discuss any issues or worries they have.

\*Children spend transition days at their chosen Secondary School when places have been confirmed, unaccompanied by Wincle Staff.

\*Children may take part in transition residentials.

\*All End of Key Stage results are shared with the designated Secondary School, including Pupil Reports.

\*A Common Transfer Form is sent electronically to the designated Secondary School on the last day of the Summer Term.

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\*All documentation is delivered to the designated Secondary School after the last day of Summer term and before the start of Autumn Term.

\*Staff at Wincle are available to offer advice and additional information to Secondary Schools following transition if needed.