

# CORSHAM PRIMARY SCHOOL

## Transition/Transfer Policy



Written: September 2021

Policy Ratified by the LGC: November 2021

Next Review Date: September 2024

## Transition/Transfer Policy

### Introduction/Background

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

### Aim

We want our pupils to experience a smooth transition both educationally and emotionally to ensure that all pupils continue to make progress. We aim to do this by:

- Effectively communicating with staff, pupils and parents and carers;
- Where possible, providing opportunities for the pupils to have 'taster' sessions prior to the move;
- All teaching staff use a consistent approach to the education of children;
- Ensure that carefully planned transitions and procedures are planned in advance.
- Encourage and value feedback from staff, pupils and parents.

### Practice

#### **Transition from Nursery to Foundation Stage**

<b>Term 5 of Nursery/Pre-School</b>	<b>Term 6 of Nursery and Pre- School</b>	<b>Term 1 of the Foundation Stage</b>
<input type="checkbox"/> Parents are offered a place at the school by Admissions	<input type="checkbox"/> Parents are invited to Corsham Primary School for a preliminary information meeting  <input type="checkbox"/> Teachers observe the children in their current settings of nurseries and preschools  <input type="checkbox"/> Children invited for a play morning in Foundation Stage and with new teacher  <input type="checkbox"/> Parents receive an information pack  <input type="checkbox"/> Pupils receive a photo book of their new school	<input type="checkbox"/> Pupils begin school on a part-time basis  <input type="checkbox"/> All Foundation Stage staff stay with pupils for the first two weeks of lunchtimes  <input type="checkbox"/> Parent are invited to a consultation during the first two weeks of school. 30 minutes

**Transition from Foundations Stage to Year 1**

<b>Term 3 and 4 of Foundation Stage</b>	<b>Term 5 and 6 of Foundation Stage</b>	<b>Term 1 of Year 1</b>
<ul style="list-style-type: none"> <li>□ The Foundation Stage pupils attend Family and Celebration assemblies</li> </ul>	<ul style="list-style-type: none"> <li>□ The Foundation Stage pupils spend time in their prospective classes in Year 1</li> <li>□ A picnic with Key Stage One allows the Foundation Stage pupils to meet the Key Stage 1 teaching team</li> <li>□ Pupils begin to use the school's merit card system</li> <li>□ Information regarding the pupil is shared with the next teacher</li> </ul>	<ul style="list-style-type: none"> <li>□ During Term 1, the provision closely reflects Term 6 in the Foundation Stage with structured play sessions</li> </ul>

### Transition in Subsequent Years 1-6 throughout the School

Term 6 of Years 1 – 6	Term 1 of the Subsequent Year
<ul style="list-style-type: none"> <li><input type="checkbox"/> Class handover meetings are scheduled between the current and future teacher/s of the classes to discuss the pupil's confidential information;</li> <li><input type="checkbox"/> Children visit their new class or see video of new class and teacher</li> <li><input type="checkbox"/> The Class Information is updated by the current teacher for each child of the class;</li> <li><input type="checkbox"/> Meet the Teacher' afternoon meetings take place with parents/carers invited to 'meet the teacher' to find out what happens during the following year and;</li> <li><input type="checkbox"/> A year group 'meet the teacher' booklet is generated to supplement the meeting – see</li> <li><input type="checkbox"/> Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Books are passed up with the pupils who will continue to use them from September.</li> </ul>

## Transition from Year 6 to Year 7

Terms 5 and 6 of Year 5	Year 6	Year 7
<ul style="list-style-type: none"> <li><input type="checkbox"/> At SEND Statement reviews, Secondary School options are discussed with the Inclusion Manager</li> <li><input type="checkbox"/> Pupils are invited to experience and attend the Secondary Schools for a Taster Day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Home Learning diaries are used to develop and practise organisational skills</li> <li><input type="checkbox"/> Parents/Carers visit Secondary School Open Evenings</li> <li><input type="checkbox"/> Pupils choose their Secondary School</li> <li><input type="checkbox"/> Pupils attend a Secondary School Transfer Day</li> <li><input type="checkbox"/> The Inclusion Manager facilitates a <i>Moving on Up</i> group for those pupils who are vulnerable</li> <li><input type="checkbox"/> Classteachers, and appropriate teaching staff of the receiving schools, meet to discuss Pupils' needs</li> <li><input type="checkbox"/> The Inclusion Manager prepares records for transfer</li> <li><input type="checkbox"/> Common transfer files completed and sent to secondary schools</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher meets with pupils from the <i>Moving on Up</i> group at the receiving secondary school</li> </ul>

### Mid-Phase Admissions

Please refer to the: Inward Mobility Procedure

### Children moving Families

The Inclusion Manager/and or nominated person from the Senior Leadership Team to work alongside the Social Worker to implement their transition plan, for

example, to host meetings between prospective adoptive parents and school staff.

### **Vulnerable Children**

Pupils with specific medical or educational needs will have individual transition plans. These are organised and supported by the Inclusion Manager/and or nominated person from the Senior Leadership Team.

### **Equal Opportunities**

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.