



Believe. Achieve. Succeed. In our hands we hold the future.

Transition Policy

What is this policy for?

This policy is to ensure that as pupils join, move through or leave our school that the transition period is as smooth as possible. It is underpinned by our belief in our school vision and values.

The vision for transition

At Hutton CE Primary we believe transition should be as smooth a transfer between settings or classes as possible, particularly to support our vulnerable pupils who find change difficult.

When does transition occur?

Transition occurs from a variety of preschool settings. It occurs from class to class as the children move through the school. It occurs as the pupils leave the school to a variety of secondary settings. For some pupils, transition comes partway through this journey and we are particularly conscious of those who have made multiple transitions.

What do we do for Transition?

Pre-school settings

Most of our pupils have experienced some time at a pre-school setting prior to starting school. Children come from a variety of settings.

Our liaison with all pre-school settings comprises of:

- A Parent meeting for pre-school parents to meet and reassure parents (May)
- All parents invited to Summer Fete (June)
- Pre-school pupils attend "play afternoons" (June – July)
- All parents and children invited to a picnic on the field. (July)
- Home visit from Foundation teacher and LSA (September)

Within school Transition.

Within school all pupils have a transition period as they move from one class to another. Therefore, we try to make the transition between classes as smooth as possible. The pupils moving from Reception to Y1, from Y1 to Y2 and from Y2 to Y3 (into KS2) have more transition time than older pupils. Each class is split into three groups and they visit their new classes, alongside some older peers to model expectations. This enables the pupils to get to know the teachers and support staff in their new classes. After these small group visits in June, the whole class visit together on "Swap Days" at the beginning of July. These visits are when the whole school move to their new classrooms, meet their new teachers, experience playtime (especially relevant to Y3 to Y4 transition.) We always try to ensure these visits are late enough in July to be after any new appointments, to enable the pupils to meet their new teacher. Support staff work across year groups to ensure that there is always a familiar adult with the group. Any children with particular needs or anxieties are taken with the Learning Mentor for additional visits.

All pupils in school go through a transition process every year, although obviously some year groups face greater changes than others. As recognition of the fact that change can be a daunting prospect for some pupils, the whole school works through a Personal, Social, Health



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education (PSHE) programme in the summer term focussed on "change". The following September the pupils start back to school and focus on "new beginnings".

Into school transfer

When pupils join our school they are provided with a buddy, selected by the teacher of someone we think they may make friends with. This person 'looks after' their new friend until they are confident to join any friendship group they want to.

Secondary Schools

Our pupils go to a range of secondary schools; most are split between Broadoak, Hans Price, Winterstoke Hundred and Churchill, although some also go to Priory, Worle and out of area to Bristol or Sidcot.

Our liaison comprises of:

- Meeting with SENDCO for SEND transition needs (September before transfer)
- Meeting with Designated Safeguarding Lead (if required for any individuals or if paperwork needs to be passed on)
- Meeting with pupils and head of Y7 in the summer term.
- Meeting for parents at the secondary school
- Three day transfer of Y6 pupils to secondary school to experience the timetable (at Broadoak, Hans Price and Winterstoke Hundred). There is a two-day transfer for Churchill pupils, which includes a drama day.
- Any children with particular needs or anxieties are taken with the Learning Mentor for additional visits.
- In addition, we host a Y6 Extravaganza which involves all the pupils in the MAT coming to share one of their end of year production songs. Whilst here they are put into secondary school groups to enable them to meet and chat to pupils from other local schools who will be attending the same secondary school.
- At the end of year 6 children attend a Pilgrim Day at Wells Cathedral.

How do we measure success in transition?

Success is measured differently for different age groups of pupils. In reception class success is measured by how confident the pupils are coming into school and how quickly pupils settle to the new routines.

In other classes we look particularly at our vulnerable pupils e.g. LAC/PLAC/SGOs or pupils with SEND issues such as anxiety/ASD to ensure the process is smooth for them.

At secondary school we discuss with the pupils both prior to and after transition about their experiences. But after September we rely on reports from the secondary schools and/or parental feedback.



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An informal way of measuring our success is through parental feedback, e.g. Christmas cards/notes/conversations with parents who are new to school.

Resources

For some pupils we take photographs of the new classroom to enable them to feel confident about moving into a new space. For some pupils they would visit the classroom empty to orientate themselves around it. For some pupils they would have additional visits to the new teacher or support staff in order to build trusted relationships prior to the transfer.

Safety & Risk

Any visit out of school is risk assessed eg visit to Wells Cathedral, as are the events hosted in school.

Community Involvement & Collaborations

Our transition experience at both ends of the school is about liaison with the community.

We also have excellent collaborations with our MAT schools, with very positive feedback from the Y6 Extravaganza day.

Monitoring and Evaluation

Information gathered both formally and informally is shared with the leadership team and through the Governors via the Heads report.

Policy written: May 2020

Policy review: 2021

Ratified by the Local Governing Body and signed by chair or vice-chair:

Jane Barry 18/5/20

LGB Chair