



Barley Fields Primary School

Transition Policy

The Governing Body of Barley Fields Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond our school.

Date Issued/Amended:	March 2025
Prepared by:	Head Teacher/KS Leads
Review date:	March 2027
Date Adopted by Governing Body:	June 2022

Aim

To ensure children experience a smooth transition throughout their school learning journey, so that the pace and quality of learning are maintained, and we ensure every child continues to make the very best progress. We aim to:

- Promote the smooth transition of children into each new setting.
- Prevent and alleviate stress and anxiety linked to change
- Promote continuity of teaching and learning.

Key principles on which we operate:

- The collection of information prior to the children starting in our school in partnership with parents, prior settings, existing staff, receiving staff and, if appropriate, the child
- Discussion and collection of information that focuses on the whole child, not just child development or academic achievement. For example routines, interests, family unit context, relevant medical information and other additional needs.
- Timescales and plans for transition are variable to meet the individual needs of the child.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc. (all compliant with Data Protection Act.) will be shared on a 'need to know' basis.

Transition into Nursery

- Familiarisation Tour of the school, as required.
- Stay and Play sessions throughout summer term.
- 'Welcome to Barley Fields' meeting for Nursery and Reception parents to distribute transition information.
- Induction pack (including nursery booklet) given to all parents.
- Exchange of information for new children to school – Prospectus, Admission form, School Dinner Menu (Options C and D) and All About Me! transition booklet
- Provision of a Seesaw code to give new parents access to videos of their child's key person, videos of the nursery and setting and an electronic version of the All About Me document. Parents are invited to upload posts onto Seesaw which will be responded to by their key person helping to build positive relationships.
- Planning and preparation meetings for children with parents of children with additional needs/SEND. Additional home/nursery visits where necessary.
- Prior to a child's start date, children and parents are invited to visit the nursery setting together for a face to face visit.
- Staggered induction of children during the first few weeks to ensure their key worker can spend time with them developing routines, settling in etc.
- Nursery teaching assistants support with lunchtime routines throughout the academic year (Options C and D)

Nursery to Reception Transition

- Familiarisation Tour of the school, as required, for children who have not attended our setting for nursery.
- Following Reception places being allocated by the LA, open evenings arranged for families new to school.
- 'Welcome to Barley Fields' meeting for Nursery and Reception parents to distribute transition information.
- Induction pack (including Reception booklet) given to all parents.
- Exchange of information for new children to school – Prospectus, Admission form, Parental Questionnaire, All About Me! Transition booklet.
- Parents receive their child's Seesaw code. This gives them access to videos of their child's key person, videos of the nursery and setting and an electronic version of the All About Me document. Parents are invited to upload posts onto Seesaw. Posts are responded to by their key person and help with building positive relationships.
- Staff visit local pre-schools/nursery settings prior to new intake to allow the children to meet them, gather information and observe the children in familiar surroundings.
- Close links between reception and nursery staff – meeting to exchange information/nursery records.
- Stay and Play sessions in first week of September for children and parents to have one final visit prior to their start date.

- Staggered induction of children in the first week.
- Meetings and Workshops for parents held in Autumn Term linked to Reading, Phonics, Writing and Mathematical development and provision.

Early Years to Key Stage 1 Transition

We recognise that for some children this stage of transfer can be daunting and so we try and ensure a smooth transition covering several key areas; familiarisation, shared pedagogy, curriculum progression, learning environment and routines parity and transfer of information.

Familiarisation

- Open evening held for parents and children to visit Key Stage one and familiarise themselves with the new environment.
- Teacher swap sessions – Year 1 staff to teach in Reception classes over a number of sessions/days - reading stories, interacting in child initiated play etc.
- Year 1 staff given access to children's Seesaw account so they can view latest observations and achievements. Year 1 staff to share videos of the key stage and an introduction to the staff.
- The EY teacher supports transition through regular visits to the KS1 area.
- 'Formal' morning visits to work in Year 1 in July.
- Increased attendance at key stage assemblies during the summer term.
- Joint afternoon playtime with Key Stage 1 children and staff, with shared equipment/activities.

Pedagogy

- Planned provision in the first term to mirror classroom within the Early Years.
- Autumn Term timetable in Y1 mirrors Summer Term timetable in EY for morning sessions.
- Year 1 classrooms provide continuous provision model with activities which are a mixture of adult initiated and child initiated and link to current learning within the classroom.
- Children who have not yet achieved ELGs continue to be tracked, and provision planned specifically for these children to meet need.

Curriculum Progression

- Year 1 and Reception staff meet to plan for learning and identify needs of the cohort moving on. Provision and curriculum amendments made.
- Aspects of challenge in the Reception Summer term planning may be mirrored in Y1 Autumn 1. This facilitates provision for those children who are working towards achievement of the ELG.
- All school curriculum planning and progression ladders incorporate planned progression between reception and Year 1.

Learning Environment and routines parity

- The Year 1 learning environment is planned and resourced to reflect practice in EYFS. It clearly identifies areas that illustrate the four key areas of learning. Children continue to access areas independently. Literacy Mathematics Understanding the World Expressive Arts and Design (see Year 1 Continuous Provision policy for further details)
- Continued use of shared approaches to classroom management and organisation. Listening signal, signs and notices, reading records for home/school links etc.

Transfer of Information

- SONAR tracks EYFSP results for each child which is accessed and used by Y1 staff.
- Transition meetings between EY and Year 1 to ensure provision is adapted accordingly and key information about children is shared.
- Phonics assessments/reading book band information linked to phases shared.
- SEND support plans shared between staff. Where, necessary, transition meetings with SENDCO, current class teacher, new class teacher and parents to be held.

Year 1 -6 Class to Class Transition – see appendix 1

Transition from class to class will be encouraged by:

- Children encouraged to share good work with teacher of 'next class'.
- Transition meeting in summer term to discuss individual children, share assessment outcomes and next step priorities at a cohort level.
- Meeting between the teachers/SENCO/key stage leads to ensure SEND provision is prepared/adapted accordingly
- Y2 children join Y3 children for playtimes at the end of the Summer Term to build relationships and familiarise with new playground areas.
- Meet and Greet visits to new classes and teachers.
- Transfer of Pupil Records including assessments for Reading and Maths
- Pupil data to be up to date at the end of the term – SONAR data.
- To help with continuity and progress, the new class teacher will receive copies of each child's work.

Primary (KS2) to Secondary (KS3) Transition

- Completion of LA Transition Guarantee document in Spring/Summer term
- Visits to local secondary school during LA Transition week
- Formal meeting between Year 6 teacher/SENCO and Year 7 tutor of receiving secondary school.
- Year 6 teacher and Head Teacher attend cross phase meetings with local primary and secondary schools.
- Identified children (SEN, LAC) receive additional support before and after transition.
- Transfer of records to secondary school.

Children who join school mid-year

- Welcome meeting and tour of the school
- Induction pack – Prospectus, Admission forms and Permissions give to parents
- Transition Visits to new classroom
- Buddy system used in the first week/month to aid settling in
- For children with additional needs further meetings and transition opportunities may be held as required.
- School Baseline assessments completed in the first few weeks in core skill areas
- Assessment data added to SONAR
- Contact with previous school for background information and CPOMS records

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc., transition may be a 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 review

The Senior Leadership Team are responsible for monitoring the implementation of this policy. Subject Leaders may inspect samples of the children's work, and to observe the policy being implemented in the classroom.

This policy will be reviewed in two years, or earlier if necessary.

Appendix 1

Transition Information Sharing

Please ensure you have a copy of your new class list prior to the meeting and provide the HT with a completed copy.



Teacher:		Year Group:	
General Class Groups:			
SEND	LA	MA	HA
Vulnerable Groups			
Pupil Premium	Medical / Health Needs	Looked After/Adopted from Care/Special Guardianship	Safeguarding – CP, CIN, Early Help
Dietary Requirements/Religious	High Needs Finding/SEND	Counselling	

Specific Cohort Information – subject area weaknesses/areas for development	
Specific Pupil Information/Background/specific needs	
Name	Notes