

St Mary's Primary School Maghery



Transition Policy

March 2022

Rationale

Transition describes the movement that takes place from one familiar setting, including the home, to another.

This policy describes the process to support children in settling in to their new learning environment in preparation for future learning and development.

Pupils at St Mary's Primary School may make several transitions as they move through the school including:

- Transition from Early Years Provision to Primary 1
- Transition from EYFS to Primary 3
- Transition from one class to another
- Transition from Primary 7 to secondary school

Each of these transitions is unique with its own challenges and expectations. We always strive to develop a positive relationship with child, parents and educational settings to help with these challenges. Care and attention is given to each stage of the individual's transition to, through and beyond the school.

Key principles

In regard to all our pupils:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales 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, as per Child Protection Policy.

Policy Aims:

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy aims to:

- Secure the smooth, stress-free and easy introduction to Foundation and Secondary education for all pupils.
- Secure the necessary time for the Year 1 teacher and assistant to get to know pupils as individuals.
- Support all children towards independence and develop confidence and ability to cope with change
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable
- Ensure that all pupils progress into the education system in a natural and sensitive manner.
- Promote mutual trust with parents and children from which positive relationships will grow.
- Ensure a smooth transition when children are progressing through each year group.
- Develop relationships with our secondary and Grammar schools which allow opportunities for our Y6/7s to be informed about next steps.

Principles that underpin the Policy

This policy reflects the principles established within the school's Teaching and Learning policy.

- Approaches to teaching and learning are similar at the point of transition.
- Planning is based upon assessment from the previous class or setting.
- The approach to teaching and learning will meet the needs of the individual classes without preconceived notions of what is appropriate for the key stage.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress.

- Transition should be seen as a process rather than event.
- Parents and children should be informed and actively involved within the transition process.

Starting Primary 1

As it states in Dept. of Ed Circular 2015:11

“Learning to Learn - A Framework for Early Years Education and Learning”

“The Department of Education to issue guidance on reducing the length of settling in time for pre-school and **Year 1 to take account of the child's previous experience.** The overall aim of the action is to minimise the settling in period to ensure that all children are settled into, and experience, the full or part time day in pre-school settings and **Year 1 of primary school as early as possible or appropriate to a child's individual needs from the beginning of September each year.**”

This phase of transition is important in creating a positive experience for children who are starting their primary education at our school.

Parents are encouraged to talk to their child about their feelings regarding school in a constructive manner. They are also advised to ensure that their child is well rested each night, setting good routines for getting ready for school in the morning and making sure that they have everything they need for school so that they leave home calm and relaxed each morning.

Based on Nursery/Early years' guidance we transition our pupils from Nursery/playgroups in a timely and succinct fashion. To do this we:

- Give time for the Primary one teacher to visit Loughshore Playgroup to meet the children and discuss individual pupils with the keyworkers.
- Obtain Pre-School Transition Forms from Pre-school settings in June
- Hold a parent Induction meeting in June, where the parents can come and meet the teacher and classroom assistants
- Provide Parents with Policies and Procedures for school
- “All About Me” booklet distributed at Primary One parent's talk to be completed and brought back to school before the end of June.
- Loughshore Playgroup children are based in the school and are aware of the school layout
- Primary 6 Children spend time in Playgroup in June and meet pupils and buddy up so that in September each Y6 has a Y1 to look after in the playground.
- A phased approach to settling pupils in September, e.g. shorter school days, staying for lunch introduced when ready.

Transition from Foundation Stage to KS1

Transition from Foundation Stage to KS1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum. We will help children to make this transition as easily as possible.

Transition from class to class

Transitioning to the next class group in September can be a time of anxiety and worry for some children as they need to get used to new routines, change in staff and the increasing level of difficulty in the work provided as well as expectations about how work should be completed or behaviours accepted within the classroom setting.

The following activities aim to build upon the knowledge of the pupil and consolidate their attainments to ensure that they enjoy continued success in their learning:

- All children visit their new classes towards the end of the summer term, spending a morning in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.
- Transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The class folder is handed over at this meeting, which contains relevant information about the class.
- Assessment information on children's attainment, progress and targets is also shared along with the class assessment files for Reading, Writing and Maths and Spelling. The receiving teacher also has access to each child's end of year school report.
- The progress of all children vulnerable to underachievement is discussed at Pupil Progress meetings held at the end of the Summer Term. Strategies to accelerate the progress of any pupils identified as underachieving are agreed by the all staff. These are recorded in the class Assessment folder which is shared with the receiving teacher at the handover meeting.
- Parents have the opportunity to meet the receiving teacher at a Parent Teacher meeting in Term 1, which provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year. Current academic ability is discussed and targets set.
- 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.

Newly Enrolled pupils throughout the school year.

St Mary's Primary School offers a warm welcome to all new pupils and their parents who choose to join our school throughout the year.

The following activities aim to provide a supportive environment so that the pupil feels included and happy about coming to school and parents will feel confident in the knowledge that their child will be encouraged to reach their potential:

- An initial meeting is held between the principal and parents of child to be enrolled.
- Parents will be asked to provide information to complete a transition form to help build a picture of their child's current needs.
- Parental permission to access pupil records from previous school is sought.
- SIMS data passed on from previous school (CTF file).
- Individual tours of the school are offered to incoming parents and children.
- Parents are provided with a copy of the school prospectus.
- A "buddy" is identified to help the new child to integrate.

Primary 7 to Post Primary

At St Mary's Primary School, we recognise that some of our pupils may face additional challenges during the transition phase from primary to post primary. We have established close links with a range of post primary schools that our pupils transfer to once they finish their primary education at our school.

In St Mary's Primary School this can mean moving to at least one of 3 following schools:

- St John the Baptist College, Portadown
- St Patrick's Academy, Dungannon
- St Patrick's Grammar School, Armagh

The following activities aim to guide the pupils through the process as effectively and efficiently as possible so that any concerns can be addressed in a timely manner:

In order to make this transition seamless as possible we:

- Hold Year 7 parent's information meetings every year if requested
- Allow secondary schools to provide talks to our pupils
- Encourage our Y6/7 pupils to attend taster days in schools
- Facilitate our Y6/7 pupils to attend events held in secondary schools-maths days, STEM days, drama shows, football blitz's
- Encourage parents to attend open evenings at post primary schools with their child which will be held at various times throughout the year.
- Send data and final report to schools
- During the summer term, all Primary 7 pupils will take part in class activities designed to prepare them for what to expect in relation to starting Year 8 in post primary school. This will give pupils the opportunity to discuss their strengths, fears and concerns about their transition to post primary school.
- The Primary 7 class teacher will use elements of the CCEA Living. Learning. Together. Personal Development and Mutual Understanding, Strand 2: Mutual Understanding in the wider community. Year 7. Unit 4: Moving On
- Children make their own folder containing their reflections on their time at primary school.
- The achievement of the cohort of children leaving primary school is celebrated through a Primary 7 Leaver mass, a special leavers' assembly, a leavers' party, a leavers hoodie and the traditional signing of shirts on the last day. Past pupils are always welcome to come back and visit their old primary school.

Links to other policies

Please refer to:

- Teaching and Learning Policy
- Admissions Policy
- Assessment Policy
- Child Protection
- Data Protection
- Pastoral Care
- SEN Transition Policy

Equal Opportunities;

We recognise that for some of our 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. (See SEN Transition Policy)

Policy Communication and Review

This policy is available on the school's website. A hard copy or one in an alternative format can be made available upon request by contacting Miss Robinson. The contact details are as follows:

Email address: info@stmarys.maghery.ni.sch.uk

Monitoring and review

The transition policy will be monitored and reviewed on an annual basis or sooner if required to ensure that it reflects examples of best practice in meeting the needs of the pupils during any transitions.

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This policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: 30/3/2022

Signature of Principal Rita Robinson

Signature of Chairperson of Board of Governors: Jimmy Mc Kee

Review Date: 22/3/2022