



Sully Primary School
Ysgol Gynradd Sili

Transition Policy

Date of Ratification: October 2023
Date of Review: October 2025

Sully School Transition Policy

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Policy Aims

We want all of our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained and that well-being remains high. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal Opportunities and Inclusion

In Sully School we believe that everyone is entitled to equality of opportunity, including those with protected characteristics as mentioned in the 2010 Equality Act. Staff practise an equal opportunities philosophy, which is reflected in the ethos of the school as well as in the formal and informal curriculum. In all subjects we strive to avoid direct discrimination, indirect discrimination and discrimination arising from disability. We make reasonable adjustments for disabled pupils. More information can be found in the School's Equalities Policy. The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer to other pupils.

Principles That Underpin the Policy

- 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 preconceived notions of what is appropriate for the next phase / stage.

- There is to be a professional regard for the information from the previous setting / phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the specific needs of the children.

Continuity of Teaching and Learning

Allocation of pupils to classes

Within Sully Primary School we have 13 classrooms which means that we need to have mixed age classes within the school. Where these mixed aged classes are located is dependent on pupil numbers i.e. if there are low pupil numbers in one area of the school, it makes sense that the mixed age classes include this year group as this will keep class numbers as low as possible throughout the school.

Pupils within the mixed age classes and surrounding classes (e.g. reception, reception/year 1, year 1, year 1/2 and year 2) are allocated to their classes based on age. This means that the age difference between pupils within these classes is minimal e.g. the oldest reception pupils will be in a class with the youngest year 1 pupils.

Cohort variations result in year 3 either being involved in the mixed age class arrangements or being straight year group classes. This can change from year to year. When involved in mixed age arrangements, year 3 pupils would be placed in a class based on age. When not involved in mixed class arrangements, they would follow the process outlined for years 4 - 6 below.

In other classes (usually years 4 - 6) children are asked to choose a list of 5 friends that they would be happy to be in class with the following year. Pupils are guaranteed to be in class with at least one person from their selected list. Classes are mixed every year as this is good preparation for their life beyond primary school and helps to develop new friendships.

The process of forming new friendships is a life skill which is important to develop. A positive and supportive attitude from parents is a key element in achieving a successful outcome in the new class groups.

At Sully Primary School, we use the following processes:

Transition to and within Progression Steps:

Nursery:

- Discussions occur between Sully's teachers and staff from other settings e.g. Jubilee playgroup or other local nursery schools such as Cogan or Cadoxton.
- Home visits are arranged, if necessary, to see the child in their own setting and familiar surroundings.
- Individual or small group tours are offered to all incoming parents and children.
- Parents of prospective Nursery children are invited to an induction meeting with their child, prior to their child starting Nursery to familiarise themselves with the staff and the setting.
- Parents are invited to an information sharing session in order to be told about the Nursery routines and procedures. This is also an opportunity to ask and answer questions.
- Children start Nursery in the term after their 3rd birthday and attend either morning or afternoon sessions.
- Through observations and planned activities, a baseline record is completed within the first few weeks of entry to the Nursery Unit. This will also highlight the needs for any early intervention.

Reception:

- Parents of prospective Reception children are invited to an Induction meeting where information about routines and procedures are shared.
- Parents and prospective Reception children have the opportunity to visit the Reception classes together to meet their new teacher in the summer term prior to starting.
- These children also visit the reception classes without their parents to familiarise themselves with the classroom and learning areas.

- Parents receive an 'information pack' with information about the school including a home /school information sheet to be completed before entry and the home school agreement.
- Reception children start full time school in the September following their 4th birthday.
- All settings sending children to Sully Primary pass on their observations and reports.

PS1 and PS2

- A meeting for PS1 and 2 parents is arranged during the Autumn Term to explain the teaching of phonics, and reading and how the parents can support it.
- PS1 and 2 staff are always available before and after school for quick messages and are proactive in talking to parents about issues that may arise with individual children.

Transition to new year groups within PS1 and PS2

- All children meet their new class teacher and class peers and visit their new classroom before the end of the Summer term on Transition Days.
- The Y1, Y2 and Yr 3 curriculum builds on and extends the experiences children have had in the previous class.
- The Year 1, Y2 and Y3 classrooms and teaching areas (indoor and outdoor) aim to reflect a similarity to the Reception classroom with the range of learning areas available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas.
- The independent learning skills already established continue to be developed.
- Children in Y1, Y2 and Y3 are encouraged to select resources and activities independently and use decision making skills in their learning.
- Teaching staff meet to discuss the children's progress. Previous teachers inform the future teacher of the child's level of ability, additional needs and any other information relevant to the well being and development of the child.
- Parents are invited into school in the autumn term to meet their child's new teacher.

Information passed onto Yr 1, Yr 2 and Yr 3 teachers includes:

Assessment data including reading ability, knowledge of letters and sounds, writing ability, maths levels, RWI groups and personal and social information.

This information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

Once transferred the children continue to progress in line with their stage of development with every child expected to do his or her best through focused learning work and active play indoors and outdoors.

Transition in PS3 (Yr 4-6)

- Children are encouraged to share good work with the teacher of the 'next class'.
- Teachers meet in the summer term to discuss individual children and their educational progress as they move from class to class.

- All children visit new classes and work alongside new teachers on Transition Days in the summer term.
- Information from annual tracking of children’s progress through national tests, teacher assessments, spelling and reading assessments is passed on and recorded on the pupil tracking system.
 - Assessment data informs the next teacher of targets for the following year.
 - Throughout the year, there are shared assemblies, buddy reading systems, PE coaching, clubs for mixed year groups and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other.
 - ALN children are identified and early interventions put in place.
 - Targets in reading, writing and numeracy are continued over from July to September and written in annual reports
 - Pupil folders are checked prior to parents evening and in the first few weeks to ensure all necessary signed documentation is in place e.g. consent for school trips, internet use, use of photographs and video etc
 - Parents are invited into school in the autumn term to meet their child’s new teacher.

Children joining from Y1 to Y6

- Individual tours are offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings.
- Parents receive a ‘Parents’ Pack’ with information about the school.
- New children are assessed quickly by the class teacher and/or ALNCo.
- A ‘buddy’ is identified to help the new child to integrate.
- Records from the previous school made available to class teachers and ALNCo.

Y6 to Y7 transition

- The majority of our Year 6 pupils transition to Stanwell School for Year 7.
- Year 6 pupils spend a day at Stanwell School in September before the open evening. The open evening gives parents and prospective pupils the opportunity to look around the school.
 - Y6 children attend their prospective secondary school (Stanwell or other) for 2 transition days during the summer term
 - Some follow up work may be completed by Year 6 at home or at school
 - The ALNCo and Year 6 teachers talk to the head of Year 7 at Stanwell.
 - Pupil information and levels are passed on.
 - Identified children (e.g. ALN) receive additional support before and after transition.
 - Transfer of records to all secondary schools.
 - In July Year 6 children meet their new form teachers and the Head teacher talks to the parents.
 - Pupils visit Stanwell to see Year 7 production rehearsal.

Links with parents (transitional)

School calendar of parental involvement and meetings for parents carers.

September	
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	<ul style="list-style-type: none"> • PS1 and PS2 - Reading/curriculum meeting • Year 6 visit to Stanwell
October	<ul style="list-style-type: none"> • Open Afternoons • Parents evening
February	<ul style="list-style-type: none"> • Open Afternoons • Parents evening • RWI workshop for PS1 and PS2
June	<ul style="list-style-type: none"> • Induction meeting for new Nursery pupils • Induction meeting for new Reception pupils
July	<ul style="list-style-type: none"> • New Reception pupils visit with parents • Nursery open day/visits • Year 6 visit Stanwell/parents meeting
	<p>ALNCO meetings</p> <p>Termly meetings for parents' support group</p>