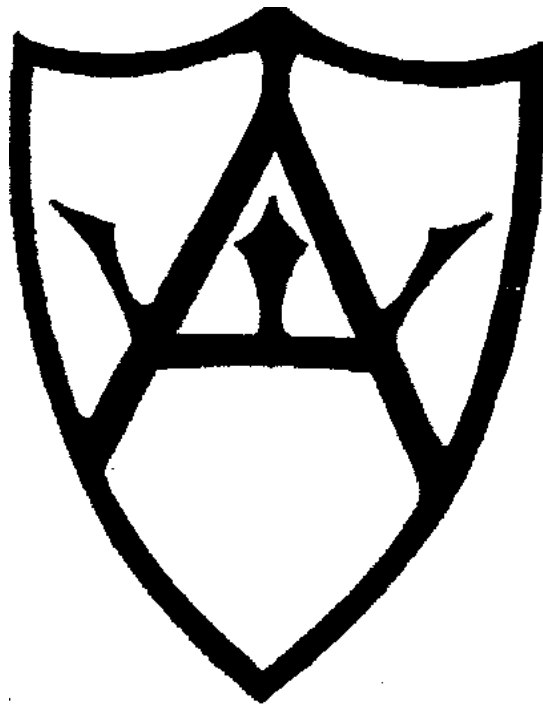


# Alfriston School



# Transition Policy

May 2026

### Introduction

Transition from one school to another or from one stage of education to another is an important process which needs to be managed successfully to ensure that a child's learning and well-being is not adversely impacted.

There are five aspects which need to be developed alongside each other in order to maintain good practice in transition. These are:

- **Administrative:** ensuring such activities as meetings between staff and with parents/carers, the sharing of records, the use of assessment data;
- **Social and personal:** this includes pastoral support and should help parents/carers and children become familiar with the school and the staff;
- **Curriculum:** continuity between settings and classes so that teachers are able to build on children's strengths;
- **Pedagogy:** an understanding of the difference in teaching styles and classroom practices between settings, key stages and classes;
- **Autonomy and managing learning:** ensuring that the children are active participants in the transition process and in their own learning at all stages of their development.

### Key Features of Successful Transition

A successful transition for children involves:

- Supporting the development of friendships
- Supporting and developing self esteem and confidence
- A stimulating environment which engages children's interests
- Supportive routines and school organisation
- Curriculum continuity

A successful transition for parents/carers involves:

- Opportunities to visit the school and meet with the Headteacher and prospective teacher(s)
- Written information about the school such as its organisation, routines and curriculum
- An understanding of how they can support the school and how the school will work with them and their child(ren)

### Aims

Through effective transition practices:

- Children will experience a smooth transition from one class, key stage or school to the next, so that the pace and quality of learning is maintained ensuring pupils continue to make good progress;
- Children will feel happy and secure in their new environment with new staff and possibly new peers;
- Children will have a clear understanding of the new expectations ahead of them, and look forward to each new experience with minimal anxiety;
- The school will ensure that teachers have a good knowledge of the children and their needs prior to starting in their new class;
- There will be a professional regard for the information from the previous class, setting or phase and confidentiality will be respected;
- Staff will see transition as a process rather than an event;
- Parents/Carers will be encouraged to be partners in their child's education;
- Parents/Carers will be assisted in helping their child prepare for school.

**Objectives**

- Approaches to teaching and learning will be co-ordinated to ensure effective transition;
- Styles of teaching and learning will meet the needs of the children;
- Assessment data will be shared and used for planning;
- Staff allocation will give particular attention to the particular needs of the children.

**Equality, Diversity, Equity and Inclusion**

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We will treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Our belief is reflected in our Equality Policy and in our vision to be 'Fair, Friendly, Fulfilling and Fun'. All children and parents/carers are actively involved in the process of transition and their perceptions about their experiences are explored and valued.

The school is aware that some groups of pupils may be particularly vulnerable at transition points and therefore, in line with the policy, additional measures may be taken to ensure the needs of the following groups of pupils are met:

- Gender groupings
- Children at risk of disaffection, poor attendance or exclusion
- Children from families under stress
- Children from minority ethnic backgrounds including travellers, refugees/asylum seekers
- Children from some faith groups
- Young carers
- Children with high mobility
- Children with low prior attainment
- Children with SEN and/ or disability
- Children with EAL (English as an Additional Language)
- Children who are looked after or in care
- Children with medical needs
- Children with social and emotional difficulties

**Monitoring and Evaluation**

The Headteacher has overall responsibility for the monitoring and evaluation of transition across the school.

The Headteacher has delegated the responsibility for transition between classes within the school to individual class teachers. Similarly, the EYFS teacher has responsibility for liaising with local pre-schools and nurseries and the Year 6 teacher has responsibility for liaising with local secondary schools.

Children and parents/carers are consulted about their transition experiences through such activities as questionnaires, the School Council and parent/carer meetings in order to maintain and develop good practice. In addition, the Headteacher also visits the secondary schools of pupils who have transitioned from Year 6 at Alfriston to see how the children have settled and to help reflect on practice.

## School Procedures

We recognise that there are three groups involved in transition and all our transition procedures described below reflect the needs of these three groups.

Children need:

- To become familiar with the layout of the school.
- To get to know the class teacher and other adults they will meet.
- To meet other pupils.
- To know what will be expected of them.
- To begin to know their daily routine.

Parents/carers need:

- To become familiar with the physical layout of the school.
- To get to know the class teacher's expectations.
- To receive verbal and written information about the school, the curriculum, their responsibilities and health and safety issues.
- To meet staff.
- To meet other parents/carers and develop support systems.
- To know how to become involved with school e.g. The Friends of Alfriston School (the school's parent/carer, Teacher and Friends Association), social events and supporting learning.
- To know how they will track their child's progress.

The school needs:

- To gain information about individual children and their families.
- To give information to parents and receiving schools.
- To ensure that children have a safe and happy experience of school.
- To make links with pre-schools and local secondary schools.
- To develop an effective partnership with parents and carers.
- To build on previous assessments of the children.

## Transition Activities

In addition to our 'whole school transition days' planned at the end of the academic year, the school also plans other activities which support transition.

### Mid-Year Admissions - Prior to admission/soon after a child joins the school

- A meeting with relevant staff, including the headteacher if necessary, is arranged.
- Individual tours offered to all prospective parents/carers and children.
- Once you have accepted the place for your child to start with us, we can offer them a 'taster session' prior to them officially started so they are familiar with the school.
- Parents/carers receive an 'Information Pack' about the school.
- When children join us they are assessed as quickly as possible by the class teacher and/or SENCo.
- Have a class 'buddy' to help them integrate into their new class.
- The opportunity to discuss concerns or worries with an appropriate member of staff.
- Records from the child's previous school or setting are shared with the class teacher (and SENCo, if relevant).

### Pre-school /Early Years Foundation Stage (EYFS) to the Reception Class /EYFS (Pearl Class)

- Children and families are invited to join us for our Summer Fair and School Games Day.

- The class teacher and teaching assistant visit children at their pre-school setting.
- Children visit the school twice for play sessions.
- Class teacher and teaching assistant to visit all families at home or school by invitation.
- Staggered start allowing children to settle in small groups.
- Parents/carers are invited to a welcome meeting held by the class teacher and headteacher.

#### **EYFS to Key Stage 1 (Pearl Class to Ruby Class)**

- Regular sharing of support staff across the two classes.
- Independence developed through structured activity and planning.
- EYFS children spend time in KS1 class to experience the environment.
- Handover meetings between staff and transfer of assessment documentation.
- All parents/carers invited to a meeting with the new class teacher.
- When necessary the new class teacher will arrange an individual meeting with the child's parent/carer.

Once transferred to Year 1:

- Children continue to work and be assessed within the Foundation Stage Profile for their first term, if appropriate.
- If appropriate, individual children have some access to the EYFS learning environment more regularly.

#### **Key Stage 1 to Lower Key Stage 2 (Ruby Class to Sapphire Class)**

- Overnight stay at the end of Year 2 to demonstrate increased maturity and readiness for KS2.
- Handover meetings between staff and transfer of assessment documentation.
- All parents/carers invited to a meeting with the new class teacher.
- When necessary the new class teacher will arrange an individual meeting with the child's parent/carer.

#### **Lower Key Stage 2 to Upper Key Stage 2 (Sapphire Class to Emerald Class)**

- Handover meetings between staff and transfer of assessment documentation.
- All parents/carers invited to a meeting with the new class teacher.
- When necessary the new class teacher will arrange an individual meeting with the child's parent/carer.

#### **Key Stage 2 to Key Stage 3 (Emerald Class to Secondary School)**

- Nurture sessions throughout Year 6 for vulnerable pupils to help to develop maturity and readiness for transfer.
- PSHE activities throughout the year.
- Transition days at new secondary school (the number of days varied between schools).
- Enhanced transition (extra transition days, meetings between primary and secondary staff) for individual children.
- Secondary school staff visit Alfriston and meet with the children.
- Assessment data and specific pupil information is passed onto the secondary school.
- Parents/carers receive information regarding transition work, events or meetings at their child's allocated secondary school.
- Open day dates for local secondary schools.

#### **Pupil who move onto other schools mid-year**

Children who are moving on will be given an opportunity to:

- Celebrate the time they have spent at Alfriston and reflect on their experiences e.g. farewell cards, photos, examples of work etc.

- Discuss concerns or worries about their new school with an appropriate member of staff.
- PSHE work, if necessary, that positively supports the transition e.g. social stories about moving, going to a new school etc.

We will also contact the school the child is coming from or moving to so that relevant information can be shared. This will include information about attendance and academic progress as well as any other vital information such as medical details and safeguarding.

**Extra transition available for vulnerable children**

- Visits (with current teaching assistant/teacher)
- Social stories
- Pictures of class adults
- Home diary/drawing book to share with new teacher
- Individual meeting with parent/carer
- Identifying suitable buddy in new class/setting (this can include the child writing a letter)
- Use of a contact book between school and home
- Where necessary, staff to receive specific training
- Relevant staff meeting with outside agencies that are involved