



# THE SAINTS FEDERATION

## Transition Policy



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Eco-Schools  
Silver Award

<b>Title</b>	Transition Policy
<b>Author</b>	Cluster
<b>Owner</b>	Executive Headteacher and Governing body
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Revision history

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January 2024	1.0		Governor approved
June 2026	1.1	1.0	Revised to reflect The extended Federation

Signed by Chair of Governors on behalf of the Governing Body:

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Signed by the Executive Headteacher:

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Date approved: ..... (by full Governing Body)

Date of review: .....

## **Introduction**

Research shows that children can find transition and change stressful. This can have a significant impact upon their emotional well-being, attachments and academic achievement. We believe it is important to get our approach to transition right.

As a Church in Wales Federation it is part of our ethos to create a welcoming and loving environment for children and their families. The Christian doctrine of hospitality calls us to welcome families of all faiths and none. We are inspired by, and seek to live out, the teaching of Jesus, who welcomes us all unconditionally.

Our **core values** as a school state the following about our approach to children's wellbeing:

- Our school is a place where all members (children, staff, families and visitors) of our school community experience love, compassion and forgiveness; a place where children feel secure and confident.
- Our school is a place of Christian love where children of all faiths and none are welcomed and where respect of all is encouraged.

As a rights respecting school we aim to ensure all children, staff and families are aware of children's rights. We aim to, not only teach about children's rights, but also model rights and respect in all relationships. This policy is linked to Articles 12, 28, 29, 32 of the UNCRC.

## **Defining Transition**

The term 'transition' can refer to the transition of young children when starting school, the transition between different classes or key stages and the transition between primary school and secondary school. The term can also be used to refer to transition times within a school day (from playground to classroom or from one activity to another etc...). This policy is primarily concerned with the former meaning of the term.

## **Starting in the Nursery @ St David's and St Mellons CIW Primary School**

Two of the schools within the Federation (St Davids and St Mellons) have a part time Nursery Setting, where 48 pupils can be accommodated; 24 pupils in the morning and 24 pupils in the afternoon.

## **Liaison with other settings prior to attending Nursery**

Many of our children have attended a Flying Start setting or another playgroup before joining our nurseries. Both schools build strong relationships with these settings and make every effort to liaise with them. This allows us to gather relevant information about each child,

helping us to ensure a smooth and supportive transition into our nursery environments.

### **Children with Additional Needs In Nursery**

Where children have known additional learning needs, we liaise carefully with other agencies and with specialist teams in the local authority. We would aim to hold or attend a multiagency transition meeting prior to the child starting school. With parental consent, documentation from health professionals is shared with the school. Children with enhanced nursery funding will have a CIDPEY (Cardiff Individual Development Plan for Early Years) meeting prior to starting school. We have established good relationships with the local authority transition team, who support children with additional needs starting school.

### **The Transition from Nursery to Reception**

At St David's and St Mellons most, but not all, of the children joining our reception classes have attended our nursery settings. This means that many are already settled and familiar with the school. Once parents have accepted a place, there is an initial meeting arranged to discuss starting arrangements and to provide an opportunity for parents to find out information or ask any questions.

At All Saints, many of the children have attended Christ Church pre school setting. The school has frequent contact with the setting to familiarise the families with the school.

In July, all three schools hold a transition week, where children have the opportunity to visit the reception class where they spend five morning sessions with their new teacher. Children who have not attended our nursery are also invited to these mornings.

### **At the start of the Academic Year**

When children first start eating lunch in school they go to lunch earlier than all other children to ensure it is quieter. At the start, reception staff sit with the children for lunch to support them, as we are aware that many find this aspect of school life difficult.

We aim to take a developmental approach to all children in our school. Children in the reception class do not attend whole school worship in the hall during their first half term, as we do not believe this is developmentally appropriate. When children are settled and feel ready to get something out of larger whole school events in the hall they begin to participate.

A parents' evening is offered during the first half term of children starting school, to ensure that parents have the opportunity to find out about how their child is settling in.

### **Baseline Assessment**

Teachers are obliged to carry out the baseline assessments within six weeks of children starting in our reception classes. In our school this is done in an unobtrusive and observational manner. Staff make observations from children at play as they get to know them, rather than by setting up contrived activities to 'test' children's skills.

### **Transitions between Year Groups**

We recognise that some children find settling into a new class with a new teacher very difficult. All children have the opportunity to spend five days at the end of the academic year with their new teacher, in their new classroom, in the July before moving class. For some children, additional enhanced arrangements take place.

We use a 'Transfer Document' which is passed up to each class teacher following detailed transition meetings between class teachers prior to the schools transition week. This sheet contains notes and observations from each class teacher alongside the class trackers that demonstrates pupil progress data. It is completed at the end of the school year and a meeting is then held between teachers to ensure information is effectively passed on. Each teacher also compiles a 'Class on a Page' sheet to ensure key information about children in the class is available to all staff, including temporary and supply staff.

### **Mid-Year Transitions**

Many children join us mid-year from other schools. In this instance the family is invited into school for a visit. We take this opportunity to show the family around the school and, if possible, introduce them to the relevant class teacher. The school have guidelines in place for mid-phase admissions, which also outline specific ways in which families who are new to the country, or who speak English as a second or additional language, may be supported with transition (see Appendix 1: Guidelines for Mid-Phase Admissions).

### **Transition to High School**

Our children feed a number of different high schools which have different transition arrangements.

As a school we keep a register of particularly vulnerable learners and, for these children, additional transition work is carried out. This may involve

additional transition visits as part of a smaller group or individual visits as part of an enhanced transition plan.

Staff from the receiving high school are invited to all meetings about children in Year 6 so that we can ensure an early sharing of information.

We ask parents how they feel about our transition arrangements in our annual parent questionnaire. We try to take feedback into account and review and change our approach when necessary.

### **New Curriculum Requirement**

Assessment & Pupil Tracking Assessment for Learning strategies underpin planning and bespoke learning for all our pupils.

In addition to this, summative assessments are also used to track progress pupils, set ambitious targets and also inform whole school planning.

In line with Curriculum for Wales, assessment practices have been reviewed and agreed an agreed set of summative assessments to be carried out and shared with High Schools.

- National Tests (Reading, Procedural, Reasoning)
- Year 6 CATs assessment (summer term)
- Salford Reading Assessment (reading and comprehension)
- Comparative Judgement (writing age)
  
- GL assessment data - NGRT, PTM, PTE

Wellbeing information is shared in a narrative form via a survey issued by the Cluster High School.

### **Teaching & Learning**

The 12 pedagogical principles are shared across the cluster through primary cluster working groups.

Opportunities are taken to share and discuss existing practices, identifying strengths and ways forward.

### **Curriculum Planning**

As a cluster, we seek opportunities to be innovative and equitable in our approach. See transition plan.

The agreed cluster priorities are as follows:-

### **Managing Transition**

1. To provide opportunities from year 5 to 6 for pupils and parents to visit St Teilos, familiarising themselves with the building, staff and pupils.
2. To develop a child-friendly information booklet that includes information on staffing, provision, values, behaviours and FAQs (frequently asked questions).
3. To utilise available summative data to inform and plan pupils' learning.
4. To use wellbeing transfer information to identify and manage groups of learners as they enter year 7.
5. To continue to support pupils and their families who are may be vulnerable, at risk of disengaging or have additional learning needs.

### **Annual Review**

Transition Co-ordinators and Cluster Head teachers will undertake an annual review of the cluster plan during the summer term and consider the progress made and agree priorities for the following year including roles and responsibilities. Draft recommendations are drawn up and recommendations used to inform next steps planning / transition arrangements.

### Appendix 1

#### **Guidelines for Mid-Phase Admission and Induction**

The following procedures will be followed for the mid-phase admission of pupils throughout the school (i.e. all those who are not part of the September intake in the Reception Class).

The parent/carer will approach the school by telephone or in person to request a place for their child.

The parent/carer will be asked to collect and complete an 'application for admission' form from the school.

Children will be admitted to the school in accordance with our published Admissions Policy.

If there is no space available, the application form will be filed in the waiting list file.

When a place becomes available, the Headteacher or Deputy will arrange a pre-admission meeting with the family in order to show them around the school, gather information and complete admissions forms

Should there be a need to organise special provision for the child (e.g. for a Medical Health Care plan) this will be arranged prior to an admission date being given. In all other cases an admission date will be set at this meeting. This will normally be within a few days, allowing adequate time for the school to prepare for the child's induction.

Parents will be given a copy of the school prospectus. Other basic information (school times, PE days, school dinner arrangements, Class teacher, name and telephone number of the school) may be given on a separate sheet.

Before the child is admitted, details will be passed to the class teacher and any other members of staff who may be working with the child e.g. ALNCO.

The Class Teacher will make appropriate preparation for the child before they join his/her new class. Another child may be assigned to the new child as a 'buddy'.