

TRANSITION POLICY



DUNCLUG PRIMARY SCHOOL

Reviewed August 2021

At Dunclug Primary School we endeavour to ensure a smooth transition for pupils between each Primary School Phase. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition.

Definition of Transition

For the purpose of this policy, transition will be defined as the “means by which children experience a smooth passage from one setting or stage to another” (Department of Education, 2015).

Transition should be seen as not just an event that occurs at a particular time in a child’s educational career, but as a process. Effective transition planning will provide a clear handover to new professionals and services so that young people and their parents know and are confident in who they are dealing with and where they need to go for help. How transitions are managed and how children cope with them will have a significant impact on their positive self-esteem, resilience and progress in learning.

Forms of Transition:

1. Pre-School to Primary One
2. Transition from one year group to another
3. New enrolled pupils throughout the school
4. Primary to Post Primary

Each of these transitions is a unique phase which has its own challenges, aspirations and expectations.

Principles that underpin this Policy

- Approaches to learning and teaching should be consistent to ensure effective transition through each of the Primary Phases.
- Styles of learning and teaching should meet the needs of the pupils.
- Pupils should enjoy the new challenges and approaches to learning in the next Key Stage.
- Transition should motivate and challenge pupils.
- Successful transition is the result of effective communication and planning.

SEN Transition

Children with SEN and disabilities often find transition more challenging and stressful than their peers and will require additional support. Planning for transition will be amended

annually according to the individual SEN needs of the children currently enrolled in the school. It is important that roles and responsibilities are clearly defined for all in the process – child, teachers, LSC, assistants, parents, principal, any outside agencies.

“Schools have a duty not to treat pupils with disabilities less favourably and to make reasonable adjustments where necessary.”

SENDO 2005

Children with SEN may feel confused, worried, uncertain, overwhelmed or excited. They may often feel that their needs, wants, likes and dislikes may not be understood but here in Dunclug we ensure careful planning, preparation and collaboration between everyone involved to ensure that the transition is as smooth as possible for pupils.

Please see Dunclug Primary School’s Transition Policy for Children with Special Educational Needs.

Aims of Pre-school/Nursery to Foundation Stage Transition

- To provide a smooth transfer from home or pre-school to Nursery and/or from pre-school or Nursery to Foundation Stage for both pupils and their parents/carer.
- To ensure that the children’s emotional well-being is a priority.
- To ensure good communication between staff, parents and pupils.
- To raise parents’ awareness of school routines and how to support their child at school.
- To provide a Buddy System with Primary Six pupils – Peer Mentor.
- To ensure children can cope with changes both environmental and social, for example, room, size, layout, resources, language and vocabulary, structure of the day, rules and expectations.
- Ensure All About Me Booklets are distributed to be completed at home and returned to class teacher.

Implementation

Lead Responsibility – Mr Beacom (Principal), Mrs Spence (P1 Teacher).

Parents and children are given opportunities to visit the school. In Dunclug we have an Open Day in Term One for potential parents/carers and pupils to visit us and find out what we do here and to promote the school. The school has an annual Induction Day in the Summer Term in order to inform new starts to rules, routines, curriculum, clubs etc. The children stay for play to get to know their future peers, principal, teacher, assistants and classroom settings.

During the Summer Term the Primary One Teacher, LSC & Principal communicates and visits with all feeder nurseries to discuss the children arriving in September. Their needs and any other concerns are discussed.

Children from Dunclug Nursery and other local Play Groups are given the opportunity to visit the school on several occasions in order to 'stay and play', watch productions, take part in music sessions, reading sessions and experience life at Dunclug Primary.

Implement a phased in approach to settling pupils in September, for example, shorter school day for the first few weeks. The school is also keen to providing individual visits to the school in the summer term or in August with children and parents to help children with SEN to become more familiar with the classroom, layout and the playground.

Foundation Stage to Key Stage 1 Transition Aims

- To ensure children are school ready.
- To ensure that pupils experience a smooth transition from the Foundation Stage to Key Stage One.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and pupils about the transition process.
- Parents of children with SEN to meet with LSC to discuss needs and plans to help ensure the process is stress free.
- Ensure All About Me Booklets are distributed to be completed at home and returned to class teacher.

Implementation

Lead Responsibility – Mr Beacom (Principal), Class Teachers.

Transition to Key Stage One builds upon and extends the experiences pupils have had in the Foundation Stage. During the Summer Term pupils visit their new classroom and take part in an activity morning with their new teacher and the KS1 teacher regularly visits their classroom for short periods to interact with and observe the pupils.

Key Stage 1 to Key Stage 2 Transition Aims

- To ensure that pupils experience a smooth transition from Key Stage One and Key Stage 2.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.

- To ensure that all staff see transition as a process rather than event.
- Where appropriate, to inform parents and pupils about the transition process.
- Ensure All About Me Booklets are distributed to be completed at home and returned to class teacher.

Implementation

Lead Responsibility – Mr Beacom and Class Teachers.

As pupils move from Key Stage One to Key Stage Two they often find it challenging to get used to the pace of work, expectations for home learning, personal organisation and responsibility associated with becoming a Key Stage 2 pupil. To make the transition easier pupils will have opportunities in the Summer Term to meet their new teacher and spend some time in their new classroom discussing how they wish their new class to run. It is very much a chance for pupils and teachers to work together to plan for the new school year. The session aims to excite pupils about the challenges ahead and the excitement of moving on the learning journey. During this time pupils can also ask questions to put them at ease before the summer break.

Teachers will meet with and to ensure relevant information, GL Assessment Results, interests, SEN Needs etc is communicated and discussed.

Primary Seven to Post Primary Transition Aims

Lead Responsibility – Mr Beacom, Mrs Boyd.

Research indicates that the transition from primary to post-primary school is a significant and stressful time for pupils and their parents. Pupils have to adjust to the changes involved in moving from primary to post primary school. Parents are naturally anxious about their child's ability to cope with change. Most pupils adjust well to their new situation, but some struggle to cope. For some, the transition can have a negative impact on their learning and social and emotional wellbeing. Therefore, it is essential for primary and post primary schools to work collaboratively to ensure that all pupils benefit from a successful transition. Sharing information between primary and post-primary schools is an important part of this process. A positive experience of transition creates benefits for pupils such as increased confidence and improved learning outcomes. It also reduces anxiety for pupils and parents.

Some of the challenges faced by pupils making the transition between Primary and Secondary School

Pupils need to adjust:

- From being the oldest in their primary school to being the youngest in the post-primary school.

- To pupils from different backgrounds and traditions.
To having to move around the school to different classrooms for different subjects.
- To subjects being departmentalised, how these are timetabled and how different teachers teach them.
- To greater value being placed on ability rather than effort.
- To being grouped in classes for different subjects, often streamed according to ability.
- To a different pastoral system and pastoral support.

We aim for each pupil's transition to:

- Meet the needs of individuals and enabling them to develop fully e.g. by offering additional summer holiday transition days to children who may need extra support to make a successful transition to secondary school.
- Support pupils to develop the confidence, understanding and skills they need to become increasingly independent learners e.g. enable the children to participate in PDMU, Transition workshops throughout Primary Seven.
- Establish and develop an effective communication network and clear channels of communication e.g. close liaison has been established between Dunclug Primary and the Year 8 Pastoral Teams and LSCs from each of the local secondary schools.
- Create, maintain and develop systems and structures that support links, partnerships and sustained collaboration between schools e.g. Dunclug Primary pupils are given the opportunities to take part in workshops, watch productions and other events in local post primary schools.
- Share and use assessment and other information to plan progression through inviting staff from each secondary school to come to Dunclug to meet their new pupils and by completing all supplementary assessment documentation.
- Involve parents in the process e.g. parents are invited to visit and meet with staff of local post primary schools. Mr Beacom also meets with Primary Seven parents to discuss criteria and any other concerns in Term 2.
- Support collaboration between teachers from primary and post-primary schools to share best practice and expertise e.g. Literacy, Numeracy and ICT teachers have met to discuss the Lines of Progression in the Key Stages.

Assessment, Recording and Reporting

Throughout the Key Stages pupils' learning and development is regularly observed through the use of focused planned and spontaneous observations, PASS, P1 Baseline, PTE results, PTM results, CAT4 results, June Reports etc. These assessments of pupils' learning are recorded in their individual profile file, which are shared with staff.

Newly Enrolled Pupils throughout the school Transition Aims

- To ensure an initial meeting between principal, parents, class teacher and LSC (If appropriate) of the child to be enrolled.
- Offer individual tours of the school to incoming parents and children
- Provided parents with prospectus information about the school.
- New pupils are assessed by class teacher and/or LSC.
- Acquire parental permission to access pupil records from previous school.
- SIMs data passed on from previous school – CTF File.
- Identify a 'buddy' to help the new child to integrate.
- With consent, follow up with any services currently involved with the child.

Lead Responsibility – Mr Beacom and Mrs Boyd.

Leadership and Management

Leadership Team – Mr Beacom, Mrs Boyd & Mrs Spence.

Each Key Stage Teacher will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process. They will report to the Senior Leadership Team on the effectiveness of the transition, any changes made and/or new initiatives on the process of transition.

The LSC will also ensure that relevant staff members meet and communicate 'what works' with a child for their next class teacher. The current class teacher should alert the next teacher about potential areas/situations that are concerning for individual pupils. PLPs are reviewed in June and are passed onto the next teacher. The school also completed Profiles in Pupil Folders as well as keeping SIMs updated.

Link with other policies

This transition policy links with the following school policies:

- Admissions
- Assessment
- Child Protection
- Data Protection
- Pastoral Care
- Special Educational Needs & Inclusion
- Teaching and Learning
- Transition Policy for Children with SEN

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 Mrs McCarroll, the school secretary. The contact details are as follows:

- Address: Dunclug Primary School
Doury Road
Ballymena
Co.Antrim
BT43 6SU
- Phone number: 028 2565 2327
- Email address: info@dunclugps.ballymena.ni.sch.uk

Useful Publications/Resources

Dunclug Primary School found that the following publications/resources were useful in the development of this transition policy:

Council for Curriculum, Examinations and Assessment

- [Living. Learning. Together. Personal Development and Mutual Understanding. Strand 2: Mutual Understanding in the wider community. Year 7. Unit 4: Moving On](#)
- [Key Stage 2 to Key Stage 3 Transition Guidance \(2015\)](#)