



TRANSITION POLICY

This policy relates to all sections and activities of the school e.g. Senior School, Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

Red House School is fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond the School.

1 AIMS

1.1 Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school. A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, whatever stage they may start their school life at Red House School

1.2 Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners.

1.3 Entering a new situation can be a stressful time, and some points of transition e.g. Foundation Stage to Key Stage 1, Year 5 to Year 6, and Year 9 to Year 10 can be more demanding than others.

1.2 Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning.

1.3 This policy, therefore, aims to:

- Promote the smooth transition of children through the start of each new phase.
- Prevent or alleviate stress for pupils, parents and staff.
- Promote continuity of teaching and learning.
- Ensure pupils are nurtured, stretched and allowed to achieve their full potential as a result of the transition procedure.
- Promote effective home - school links.

1.4 Key principles on which we operate:

- The collection of information prior to the children starting at the school will be in cooperation and partnership with parents, existing staff, receiving staff and with the child (if age appropriate).
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. For example, routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child.
- The collation of other relevant information e.g. social care issues, special educational needs, looked after child etc. (all compliant with the Data Protection Act 2018).

2 ASSOCIATED POLICIES

2.1 This policy should be read in conjunction with the following School policies and procedures:

- Admissions Policy
- Attendance Policy
- SEND Policy
- Anti-Bullying Policy
- E-Safety and Pupil Acceptable Use of ICT Policy
- Behaviour Management Policy
- Health and Safety - Educational Visits Policy
- Equality, Diversity and Inclusion Policy
- English as an Additional Language (EAL) Policy

3 UPON ENTRY TO NURSERY

3.1 The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school:

- Parental tour of school, meet staff and the Head of the Junior School.
- Information given: prospectus, school newsletters, website details.
- Visit by child plus parent(s) – 2 hours approx. to get acquainted with surroundings and staff.
- Information obtained from parents and from existing nursery/child minder.
- Publicise Open Days/Twilight Tours to prospective parents through letters of invitation, local press, website.
- Publicise 'Stay & Play' events to prospective parents through letters of invitation, local press, website.
- Welcome information pack given to all parents, including parent handbook.
- Flexible package to suit child and parent needs.
- Home/feeder nursery visit to observe child in familiar setting.
- 'New' parents meeting prior to child starting.
- Staggered induction of children to ensure their key worker can spend time with them developing routines, settling in etc.
- Parent Meeting after 6 weeks.

4 NURSERY TO RECEPTION

4.1 For current pupils

- Close links between Reception and Nursery staff – meeting to exchange information/nursery records.
- Reception teachers to visit and meet/work with nursery children on several occasions prior to transition (assemblies, story time etc.).
- Day visit by pupils to Reception classrooms in Summer Term with teachers and support staff.
- Throughout the year Nursery and Reception children come together for assemblies, activities & events.
- Parent Information meeting in classrooms with Reception teachers regarding curriculum, routines etc. at the end of the Summer Term in Nursery.
- EYFS assemblies.
- Nursery children gradually introduced to whole school assemblies and school events throughout the year.

5 RECEPTION TO YEAR 1

5.1 We recognise that for some children this stage of transfer can be more problematic. In order to ensure a smooth transition, we have looked at three key areas:

- Familiarisation.
- Approaches to teaching and learning.
- Transfer of information.

5.1.1 Familiarisation

- Year 1 teacher to spend time in Summer Term with reception class – reading story, child initiated play etc.
- Reception classes participate in Christmas production, Harvest & Easter services.
- 'Transition Day': pupils spend day in Year 1 classrooms in Summer Term with Year 1 teachers and support staff.
- Lunch times with Year 1 – dining room and playtime.
- Year 1 staff on duty at break times and lunch times with Reception pupils.
- Reception pupils to have lunchtime break with KS1 pupils in the second half of the Summer Term.

5.1.2 Approaches to Teaching and Learning

- Opportunities in the first term for some child initiated play.
- Opportunities for role play.
- Continued use of kinesthetic teaching.
- Move to more whole class teaching at the end of the Summer Term in Reception.

5.1.3 Transfer of Information

- Meeting between Reception and Year 1 teachers. Year 1 teachers made fully aware of Foundation Stage Profile results for each child and evidence file & e-profiles.
- These are passed onto Year 1 Class Teachers in the last week of the Summer Term. Individual scores are also collated onto a spreadsheet (and graphical representation) to indicate the class profile.
- Children that may need additional help are highlighted.
- Parent Information Meeting at end of Summer Term prior to the start of the new academic year.
- To help with continuity and progress, the following most recent books will be passed onto the receiving class:
 - Literacy (writing)
 - Reading record book
 - Numeracy book

6 CLASS TO CLASS (YEAR 1 TO YEAR 4)

6.1 Throughout the child's time at Red House we encourage smooth transition from class to class by:

- Weekly whole school sharing assembly.
- Teachers meet in Summer Term to discuss children.
- Transition Day: One formal day visit to new class and new teacher in June.
- Parent Information Meeting at end of the Summer Term prior to the start of the new academic year.

- Transfer of records
- Ability groupings for literacy and mathematics.
- To help with continuity and progress, the following most recent books will be passed onto the receiving class:
 - Literacy (writing)
 - Reading record book
 - Mathematics
 - Science
- Parents are regularly informed of their child's current and target levels.
- Year 1 – 3 Sports Day at the Junior School.
- Year 4-5 Sports Day at the Senior School.
- Festival of Achievement at the Senior School (Years 1 - 5).
- Other school events e.g. PTA Fashion Show, School Fete, Fireworks Display, Welcome BBQ, etc.

7 YEAR 5 TO 6

7.1 At Red House School, pupils transfer to the Senior School site at the end of Year 5. We recognise that for some children this stage of transfer can be quite daunting.

7.2 In order to ensure a smooth transition we:

- Hold the end of year Festival of Achievement in the Senior School Hall with Year 5 taking a major role.
- Teachers meet in Summer Term to discuss children.
- 'Transition Day': One formal day visit to new class and new teacher in June.
- Prefects act as buddies on taster day and in first few weeks of Autumn Term, particularly at break times.
- Invite Junior School parents to Senior School events e.g. School Productions, Carols and Cocoa.
- Parent Information Meeting in June/July.
- KS2 Coordinator & SENCo attend Junior School staff meetings.
- Transfer of records and targets for pupils with SEND.
- Ability groupings for literacy and mathematics.
- Year 5 and 6 pupils take part in residential with teachers from both year groups.
- To help with continuity and progress, the following most recent books will be passed onto the receiving class:
 - Literacy (writing)
 - Reading record book
 - Mathematics
 - Science

8 YEAR 9

- GSCE options booklet.
- Options evening to talk through GCSE courses with subject staff and talk by Head on options 16+.
- Subject teacher explains GCSE course to Year 9 classes.
- Career planning & guidance post 16+ covered in PHSE, Tutor Time using Unifrog and National Careers Week.
- Year 10 and 11 pupils discuss their option choices with Y9 in tutor time.
- Talk to Year 9 by Assistant Head (Academic).
- Possible visit to local careers events such as Tees Valley Skills.

9 YEAR 10 AND YEAR 11

- Careers education and guidance part of PHSE.
- Sixth Form providers visit school to talk about their school/college as part of PHSE lessons.
- Career planning & guidance post 16+ covered in PHSE, Tutor Time using Unifrog and National Careers Week.
- Information on Open Evenings/Days for local Sixth Forms provided
- Sometimes pupils visit Tees Valley Skills career event.
- Information on career events distributed to form tutors and pupils.
- Resources distributed to tutors, PHSE teachers & pupils on post 16 options including A Levels.
- Strong link between school SENCo and Sixth Form colleges

10 FOR EXTERNAL CHILDREN JOINING RED HOUSE (RECEPTION UPWARDS)

- Parental tour of school, meet staff and Head. Information given: prospectus, school newsletters, website details.
- Publicise Open Days and Twilight Tours to prospective parents through letters of invitation, local press, website.
- Visit by child plus parent(s) – time to get acquainted with surroundings and staff.
- Taster session/day for child.
- Academic and pastoral information obtained from parents and from existing nursery/ child minder/school (ISC Documents used).
- Home/feeder nursery visit to observe child in familiar setting.
- 'New' parents meeting prior to child starting and Parent Information meeting (see above).
- Welcome information pack given to all parents.
- Parent meeting within the first 5/6 weeks.

11 ON LEAVING RED HOUSE

- References from the Head and academic results are forwarded to the new school/college on request.
- Pastoral records of vulnerable children are forwarded to the child's new school/college after prior contact has been made with the Designated Safeguarding Lead (DSL). This would normally be done via CPOMS if not a written receipt for the information is required.
- The pupil's new school is contacted at the start of the new term (or mid-term where appropriate) to ensure the pupil is on roll. If the child is not on roll contact is made with the parents to ascertain the correct school /college. If contact cannot be made the local authority attendance officer is informed. (see Appendix 1)
- If a child moves to a school outside England & Wales the local authority is informed.
- Information may also be shared with Youth Direction with purpose of continuing careers guidance in Tees Valley and monitoring NEET's.

12 STAFF RESPONSIBILITIES

12.1 All staff, both teaching and non-teaching, are involved in the successful transition of pupils.

12.2 The responsibility for effective transition, through the academic stages of the school, lie with the Head of the Junior School, the Deputy Head (Head of the Senior School), the Assistant Head (Academic), the Heads of Years 6-8 and 9-11 (Senior School), Key Stage Coordinators (Junior School), Head of Departments, and the teaching staff.

12.3 The pastoral welfare of pupils through each transition phase is overseen by the Head of the Junior School, the Deputy Head (Head of the Senior School), the Heads of Years 6-8 and 9-11 (Senior School), Key Stage Coordinators (Junior School), and form tutors/class teachers.

12.4 The Head of Admissions and Head of Marketing and School Office staff on both sites, work with the Assistant Head (Academic), the SENCo (where appropriate) and the Head of Junior School and the Deputy Head (Head of the Senior School) to ensure a smooth transition for pupils on entry to the school.

12.5 The Assistant Head (Academic), Head of Year 9-11, PHSE/RSE teachers and Year 11 tutors assist pupils and parents with the post 16+ transition phase.

12.6 The following groups have been contributed to the formation of this policy:

- School Governors, the Senior Management Team (SMT), teaching staff, support staff, administration staff, pupil council, new pupils, existing parents, current parents, prospective parents and past parents.

13 EQUAL OPPORTUNITIES

13.1 We recognise that for some children e.g. SEND, EAL, etc., transition may be a stressful period of time that can affect progress. Therefore we will ensure that we identify those requiring special attention and support, whatever their age, gender, race, social background, ability (including specific learning difficulties), religion or sexuality, at an early stage and that the receiving teacher is made aware of their needs.

Reviewed by: Miss C Thompson, Mrs V Smith & Mr S Haywood
May 2024

Ratified by: The Education Committee of the Board of Governors
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