



Year 6 to 7 Transition Policy

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Background

The transition between primary and secondary school is widely regarded as an important crossroads in a young person's educational journey. A larger school environment with less teacher support, combined with changes in a young person's peer groups and related concerns about social acceptance, can have a significant impact on a young person's self-esteem as well as their academic performance at this key time.

Context

This policy covers the procedures in place to help pupils successfully manage their transition to The Polesworth School from primary school. Effective transition procedures can ensure that this is a positive, supportive and smooth experience for all pupils.

Aims of the policy

- To ensure a smooth transition from primary school to The Polesworth School so that the pace and quality of learning are maintained enabling pupils to make good progress.
- To prevent and alleviate stress and to ensure that pupils feel secure and happy.

Principles underlying the policy

- Transition needs effective partnerships between parents/carers, staff from both schools, other agencies and pupils.
- Transition needs to ensure that pupil progress continues at the same trajectory from primary to secondary in line with the current Ofsted framework.
- Discussions and collection of information will focus on the whole child and not just his/her academic achievement.
- Timescales for transition are variable to meet the individual needs of the child.
- Careful management of transition between home and school and between different settings and phases are in place to support all involved.
- Pupils are nurtured, stretched and challenged to achieve their fullest possible potential as a result of the transition process.
- Styles of teaching and learning meet the needs of the children and not preconceived notions of what is appropriate for the next phase / Key stage.
- There is a professional regard for the information from the previous setting / phase.
- Transition motivates and challenges children.



Equal opportunities and Inclusion

This policy aims to meet the individual needs of all pupils who come to The Polesworth School. We are aware that for some pupils transition may be stressful and this can affect their progress and well-being. Their needs will be identified and plans for appropriate support will be agreed before they make the transition.

Provision provided by The Polesworth School

In order to ensure as smooth a transition as possible The Polesworth School will provide the following:

- Regular visits to our main feeder schools, starting in Year 5
- Taster days to Year 5 and Year 6 pupils throughout the year. These will be delivered by different areas of the curriculum
- Induction Day – the date is pre-set by the county
- A Year 6 parents' evening – usually on the same date as the Induction Day
- A Year 7 parent/tutor evening within the first half term or in light of the current situation, personalised contact made with all parents within the first half-term
- Other opportunities for new pupils to visit the school – Open Day, the School Play etc
- Transition work to primary schools from the core subjects during the last half term – this is managed and quality assured by Key Stage Coordinators
- The Transition coordinator will liaise with primary school heads, Year 6 teachers and Key Stage Three coordinators across the curriculum to ensure a broad, balance and relevant curriculum and to ensure that progress and achievement continues at the same pace

Once a place has been offered at The Polesworth School, the following processes will take place:

- A welcome pack will be sent to all families
- Information will be gathered from the primary schools – this will be done in two ways; a spreadsheet will be filled out and the Transition Coordinator will meet with all the Year 6 teachers. The purpose of this is to collect data and information about the pupil
- The Transition Coordinator will liaise closely with Year 6 teachers, SENCOs and any other external agencies/ stake holders to gain a full picture of the new intake
- The Transition Coordinator and Inclusion department will identify pupils that will need additional support – meetings and/or extra visits will be arranged, discussions will take place to determine the appropriate levels of enhanced transition
- The School Handbook and Home School Agreement will be updated as and when necessary



- Information on the school website will be regularly updated – including links to useful websites, videos and FAQs

Monitoring and Evaluation

The focus of the monitoring will be the impact of transition on pupils. This will be measured by:

- Pupil feedback – this is through a survey pupils complete after the first half-term
- Parental feedback – this is through a survey sent to parents after the first half-term
- Continuous tracking of pupils' achievement as well as academic progress and attendance, behaviour and social and emotional well-being will be monitored.
- Feedback from pupils, parents/carers at EHCP Review meetings.
- Parent consultation meetings.



Appendix - Guidance

AREA	OBJECTIVE	GUIDANCE
Outreach visits	<ul style="list-style-type: none"> To enable pupils to experience a variety of environments within the school To enable pupils to meet a variety of staff before starting at Polesworth 	<ul style="list-style-type: none"> Invite Year 5 and 6 pupils to additional activities throughout the year Secondary teachers to teach sample lessons in the primary schools
Transition days	<ul style="list-style-type: none"> To give pupils a valid experience of their new secondary school prior to starting in September, to provide reassurance and familiarity and to engage their interest and enthusiasm for their new school 	<ul style="list-style-type: none"> All Year 6 pupils that have been offered a place to attend induction day All pupils to be invited to a subject specific day in the summer term First day in September – only Year 7 and Sixth Form attend
Sharing work	<ul style="list-style-type: none"> To share examples of pupils' work between Year 6 and Year 7 teachers, to ensure pupils standards of work are maintained and developed 	<ul style="list-style-type: none"> Cross-phase meetings throughout the year
Pastoral Support	<ul style="list-style-type: none"> To support pupils' pastoral well-being over the transition period 	<ul style="list-style-type: none"> Meet with pupils and Year 6 teachers Discuss friendship groups and pastoral needs of pupils Create nurture groups where necessary Involve inclusion and student support where necessary
Parental Support	<ul style="list-style-type: none"> To provide all necessary information and support to enable parents to feel confident in the transition process 	<ul style="list-style-type: none"> Welcome pack – including handbook, school systems, uniform, lunches etc Parental meeting following induction day Parent tutor evening within the first half-term or some kind of personalised contact Emergency contact available during the summer
Support at the start of Year 7	<ul style="list-style-type: none"> To allow students flexibility and reassurance in the early days of Year 7 	<ul style="list-style-type: none"> Timetable flexibility to support new students finding classrooms



		<ul style="list-style-type: none">• Year 7 day in September• Designated areas for Year 7• Designated lunchtime for Year 7
Sharing information	<ul style="list-style-type: none">• To share information, in accordance with GDPR, to enable a smooth transitions process to be developed	<ul style="list-style-type: none">• Transition form – for secondary schools to request information from primary schools• Formal meetings between Year 6 teacher and Transition Coordinator• Additional meeting where necessary



Enhanced Support

Some pupils will require additional support during this transitional period.

Additional need	description	Support/actions
SEND	Offer tailored to need	<ul style="list-style-type: none"> • Face-to-face SENCO meeting where level of transition support required is identified • Formal transfer of EHCP/SEN support/ Statement • Attendance at Year 6 review meetings where necessary • Placement in the Aspire Group as discussed with parents if appropriate
Significant medical needs	Offer tailored to need	<ul style="list-style-type: none"> • Medical needs to be discussed during core transition meeting • Medical team/inclusion transfer of Health Care Plan • Arrangement made for transfer of medical equipment/ medicines • Meeting with occupational therapy if necessary
Statutory intervention/ Child protection		<ul style="list-style-type: none"> • Face to face meeting between primary and secondary DSLs/DDSLs/transition coordinator • Formal handover of Child Protection and/or LAC paperwork • Individual transition support plan to be developed
Early Help/ complex needs/ Child in Need and/or risk of exclusion, non- attendance		<ul style="list-style-type: none"> • Face to face meeting between primary and secondary DSLs/DDSLs/transition coordinator • Formal handover of any paperwork • Individual transition support plan to be developed
Additional support		<ul style="list-style-type: none"> • Key focus for discussion during transfer of information • Transition support programme to be carried through into secondary where possible