

Moorside Community Primary School

Transition Policy 2024/26



Approved by:

The Governing Board
and Head Learner

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Transition Policy

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1 Definition

In this policy, '**transition**' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

2 Aims and Objectives

We want our children to experience a smooth transition throughout their learning, so that they are well supported both emotionally and socially to move to the next stage of the education. By ensuring the appropriate pace and quality of learning are maintained to ensure children continue to make the very best progress.

This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles. It must be recognised that every child is unique and that the Transition process may need to be different for each individual child based on their needs at that time.

3 Policy Principles

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/ key stage
- There is a professional regard for the information from the previous setting / phase – including information from parents and carers
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Annual review of classes to ensure they are balanced to ensure equity of opportunity for all.
- Staff allocation gives attention to the particular needs of the children

4 Continuity of Teaching and Learning

At Moorside Primary School, we use the following processes:

4.1 Transition to Nursery

- Tours of the school to all incoming parents and children are offered prior to their application form being submitted in January-however parents can request a tour of the school at any point of the year.
- An EYFS Open Night is held in Autumn Term for any prospective EYFS (Nursery and Reception) Parents.
- Parents of prospective children are invited to a meeting during the Summer Term to

talk through the transition process and to find out more about life at Moorside.

- As part of the Transition Meeting, parents will receive a 'Parents' Pack' with information about the school and its procedures with leaflets to keep and forms to complete and return.
- During the Summer Term, children and their parents are invited to a Stay and Play in Nursery so that the children can become familiar with our environment.
- In the first week of Autumn Term, your child's teacher and TA will visit them at home or in their setting in readiness for them to start during the second week of Autumn Term.
- All children are provided with a Blue Reading Book Bag and a Gold PE Bag to start their school journey at Moorside.
- Children will be offered a staggered start which is personal to their individual needs. It may consist of 1 hour on the first day, up to and including play time on the second day and up to and including lunch on the third day – as an example.
- Our admission number is 60 – so children are admitted in groups of 10-15 at a time to allow each group to have individual attention from staff and to settle into their setting quickly.
- WELLCOM will be completed with all pupils during the Autumn term, which will highlight the need for any early intervention or support.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of Phonics, Reading and Mathematics in the EYFS curriculum.
- The EYFS staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children
- Formal Parents' Evening occurs for all parents of children during their first term within the school the week after the October half term

Transition to Reception

- Parents of prospective children are invited to a meeting during the Summer Term to talk through the transition process and to find out more about life at Moorside.
- As part of the Transition Meeting, parents will receive a 'Parents' Pack' with information about the school and its procedures with leaflets to keep and forms to complete and return.
- During the Summer Term, your child's new teacher will visit them in their existing setting (if they attend a pre-school or Nursery) or will visit them at home if not.
- During the Summer Term, children and their parents are invited to a Stay and Play in Reception so that the children can become familiar with our environment.
- All children new to Reception are provided with a Blue Reading Book Bag and a Gold PE Bag to start their school journey at Moorside.
- In September, we offer a 'soft start' for all new Reception pupils during their first

week, with the aim of building up to full-time by the start of the second week- this is personalised to each child's needs.

- There is scope for a child to start separately or to have a longer staggered induction dependent on individual need and parental request. School also supports all children in Reception through our Child and Families Officer providing additional support within the Reception class during the mornings for the first few weeks.
- Through observations, a baseline record is completed within the first few weeks of entry to the EYFS Unit – this will also highlight the need for any early intervention or support. All children will also be screened by the school's Speech and Language Therapist to ensure any difficulties are picked up for early intervention.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of Phonics, Reading and Mathematics in the EYFS curriculum.
- The EYFS staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children
- Formal Parents' Evening occurs for all parents of children during their first term within the school the week after the October half term

4.2 Transition from the Foundation Stage to Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the EYFS Stage. Teaching and learning is delivered in a creative and hands-on way to support the children's transition.

In the Autumn Term the Year 1 classroom aims to reflect similarity to the EYFS classroom as it exhibits areas of learning available to the children (e.g. reading, writing, maths, construction and role play areas set out as Continuous Provision).

Although Year 1 is the first year in which the National Curriculum is followed, we continue to develop the independent learning skills established in the EYFS Unit. Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before the children move from the EYFS Stage into KS1:

Teaching staff meet to discuss the children's progress at a Transition Staff Meeting in the Summer term where staff will have the opportunity to complete a detailed 'hand over' to the new teacher. The Reception teachers inform the future teacher of the child's level of ability, Special Educational Needs and any other information relevant to the well-being and development of the child.

Information passed onto Year 1 teachers includes:

- Knowledge of the Phonics phases and Book Band
- Reading ability
- Writing ability
- Maths ability
- Printed version of each child's Early Years Foundation Stage Profile (EYFSP)

highlighting each of the targets achieved

- Speech and Language Screening information

Information is used to group pupils, adjust / fine-tune the curriculum and set future targets.

Links are made between Early Learning Goals (ELGs) and National Curriculum learning objectives.

Children moving to Year 1 will have the opportunity to take part in 2 Transition morning when they move into their new classroom with their new teacher. This allows children to be familiar with their new setting and gives the teacher an opportunity to introduce themselves.

There will also be a Transition Evening in the summer term, where parents will have the chance to attend a presentation by the Phase Leader in the school hall. In this presentation parents will find out about teaching and learning in Year 1 at Moorside. They will also have the opportunity to visit their new classroom and Key Stage 1 areas meet current class teachers; and visit their child's new classroom.

4.3 Transition in subsequent years throughout the school

The following procedures will occur:

There will be an annual review of the class structure to ensure classes are equally balanced with respect to social, emotional and academic needs. This will be conducted in consultation with the classes current teaching staff and Phase Leaders and will be overseen by the Deputy Head teachers. Parents and carers will have an opportunity to have their views and considerations taking into account alongside that of the school.

Any class restructure will have the children's best interests at the heart of any decision.

Teaching staff meet to discuss the children's progress at a Transition Staff Meeting where staff will have the opportunity to complete a detailed 'hand over' to the new teacher. The current teacher informs the future teacher of the child's level of ability, Special Educational Needs and any other information relevant to the well-being and development of the child.

Information passed onto each teachers includes:

- Knowledge of the Phonics phases and Book Band
- Reading ability
- Writing ability
- Maths ability
- Printed version of each KLIPS (Key Learning Indicators of Performance) highlighting each of the targets achieved
- Any Speech and Language information, SEND information and details of any Interventions that the child taken part in over the year
- Information is used to group pupils, adjust / fine-tune the curriculum and set future

targets.

- All children will have the opportunity to take part in 2 transition mornings when they move into their new classroom with their new teacher. This allows children to be familiar with their new setting and gives the teacher an opportunity to introduce themselves
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments occur continuously. This data informs the child's next teacher of targets and learning goals for the following year
- Targets in reading, writing and numeracy are continued over from July to September along with Learning Support Plan for children with SEND or additional needs.
- Transfer of records, for example, SEN data, assessment and attendance data will all be discussed at the Transition Staff Meeting in the Summer term.
- There will also be a Transition Evening in the summer term, where parents will have the chance to attend a presentation by the Phase Leader in the school hall. In this presentation parents will find out about teaching and learning in their new year group. They will also have the opportunity to visit their new classroom and breakout areas, meet current class teachers; and visit their child's new classroom.

4.4 Children joining Moorside from Year 1 to Year 6

- Individual tours are offered to all incoming parents and children along with a meeting with the Child and Families Officer
- Induction sessions are available to allow a child to become familiar with their new class and surroundings
- Parents receive a 'Parents' Pack' with information about the school
- Parents will have admission forms to complete for school
- There is scope for a child to start to have a longer staggered induction dependent on individual need and parental request. School can also offer supports all children through our Child and Families Officer providing additional support for a few weeks if necessary.
- New children are assessed within the first week by class teacher and Intervention Teaching Assistants so that a baseline for both Maths and Reading can be established and they are provided with the correct Reading Book Band.
- A 'buddy' within the class is identified to help the new child to find their way around and to offer social and emotional support.
- Records from previous school are made available to the class teacher and SENDCO as soon as they are transferred to Moorside along with a request for CPOMS transfer.
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.
- Any child joining from as an International New Arrival will be provided additional support in the form of resources in their first language. Under the guidance of the

Children and Families Officer, they will be assessed within the first week to establish their individual needs and if any further support is necessary from EMTAS or our own EAL support.

4.5 Transition from Year 6 to Year 7

At Moorside we follow the Salford City Council Transition Policy for Key Stage 2 to Key Stage 3. However, key points are summarised below:

- Teachers from the secondary schools allocated to Moorside Primary Year 6 pupils visit the school in the summer term to speak with the Year 6 teacher and/or SENDCO where necessary.
- The Year 7 tutors from secondary settings visit Year 6 to meet the children and discuss their thoughts and concerns ahead of transfer
- A formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school to transfer particular information about individual children
- The Year 6 teacher liaises with the Year 7 teacher from the receiving school to create a profile of assessment data and transition needs for each child
- The transfer of records to the receiving secondary school takes place as school closes for the summer term.
- Year 6 children attend their prospective secondary school for Transition Days during the summer term as specified by the individual schools.
- Children may be identified as benefitting from additional support to help them transfer to secondary school – each receiving secondary school has their own Pastoral Support Team to assist with this.
- Identified children (e.g. SEND) receive additional support before and after transition from the SEND Team at their new High School. This often include several supported visits to the new school and is allocated based upon the transition package that your child's teacher and SENCO identify they need.

5 Equality, Diversity and Inclusion

Children and parents are actively involved in all transition processes that take place while at Moorside and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

At Moorside, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity or national origin; their gender; their sexual orientation; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter, and we value their families too. We give our children every opportunity to achieve their best by taking

account of our children's range of life experiences when devising and implementing school policies and procedures.

6 Policy Review

This policy will be regularly reviewed by the Governing Board and updated in line with Moorside Primary School's Policy Schedule.