



Policy for Transition

Audience	Pupils, parents/carers, staff, governors
Co-ordinated by	Headteacher
Date written / reviewed	Reviewed March 2025
Date of next review	March 2028
To be reviewed by	SLT
Associated Governing Body Committee	Inclusion

School vision statement

To provide an inclusive learning community where every child really does matter.

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

Introduction

Greswold is keen to ensure that children progress through school experiencing wonderful opportunities via every year group. It is important that children and parents/carers feel supported at the end of an academic year as they begin to think about moving to the next year group. We hope this policy will help to clarify why we manage transition the way we do. We are here to listen, so any comments on this policy or the experiences children have would be appreciated.

For all year groups

School leaders work with all staff and through the Governing Body map out the teaching structure for the following academic year. Staff plan transition sessions when the current cohort of children spend time in their new classrooms with their new teachers and teaching assistants. The timing of this in July coincides with Year 6 transition days to secondary schools and the distribution of the end

of year reports to parents/carers. Parents/carers can then attend an open afternoon where pupils share and discuss their learning. During the transition sessions children are asked to produce pieces of work which can be followed up in the Autumn term.

If Year 6 pupils are not attending their secondary schools during the transition sessions, the time is spent preparing for the final days of term.

The following provides an overview of our approach to transition.

Managerial – Senior Leadership Team evaluates transition/assessment in autumn following transition – are all children continuing to make expected progress?

Meetings with English, Mathematics and Inclusion leaders to discuss common progress matters.

Pedagogy – Staff work to continually improve a shared pedagogy to support pupils moving from one year group to another. Examples here include shared routes through progression in calculation; the teaching of reading; and for progression in writing. Staff moderate pupils' independent work on a regular basis to inform current rates of progression.

Curriculum content – Planning is in place for continuity and progression in learning. Furthermore, the school engineers release time for staff to enable year groups to plan together.

Social and personal development – activities are planned at the end of the summer term to enable children to experience their new classroom and meet relevant staff. Where a pupil requires more specific support (e.g. a visual timetable) this is also actioned. Transition booklets including photos of staff and key areas of school are given to pupils so that they are more familiar with these prior to being in their new year group. These are also shared on the school website so that any pupil can refer to them when they need to. Some pupils with SEND will experience pre- and post- transition support where needed.

Management of learning – all relevant pupil detail is shared, for example those pupils entitled to Pupil Premium support, those accessing specific support, and information about current rates of progress. This enables staff to research their new class of children prior to the September start.

More specific year groups

In Nursery and Reception we hold Summer and Autumn parent/carer meetings which are structured to help parents/carers gain a better understanding of what learning and play is like in the Early Years.

Mixing cohorts

At Greswold we take pride in how cohorts function as a year group rather than as specific classes, with children feeling more attached to (and engaged with) the whole year. Children learn to work and build relationships with other pupils. They gain valuable insight into different learning styles and approaches to problem solving. Tolerance is enhanced with social horizons broadened. They can make new friends whilst maintaining more established friendships. They also learn to deal with social situations which may take the children outside of their comfort zone.

In order for pupils to both benefit from having time to develop friendships whilst also having the opportunity to work and play with a wider group of children, Greswold will regroup the children into the new classes when it is felt appropriate.

What will be the criteria for grouping the children?

- Social/emotional – staff will consider current pupil relationships. They will discuss how best to group to enable pupils to be happy, to learn even more effectively and to benefit from learning and playing with other personalities. Further consideration needs to be given to a balance of gender and ethnicity.
- Progress – pupil progress in the core areas of reading, writing and mathematics will inform the process. This is not about grouping children in an academic sense but considering how we can enable even better progress.

- Children with a disability and/or special education needs – the SENDCo / Inclusion Lead teachers will have a specific focus on these children, ensuring they benefit both academically and socially.

Communication

The school will encourage parents/carers to contribute to the process, although staff reserve the right to make final decisions. Staff will also explore pupil views before **final decisions are made by staff**. Parents/carers will be informed of the groupings prior to the end of the academic year concerned.

Monitoring and evaluation

The school will be vigilant and aware of impact of changes, particularly in the early stages of the new year. Classroom staff will observe how the children are interacting – both in the classroom and at play times. Children will have opportunities to convey their feelings either in large groups e.g. class circle time or more privately via learning mentor work. Staff will discuss the effectiveness of the groupings with SLT members.