

TRANSITION ARRANGEMENTS POLICY

AIM

Our aim at Broomwood Primary School is to enhance the quality of pupils' educational experience by allowing for the smooth transition into the School, moving between Key Stages with the School and finally moving on to Key Stage 3 and the Secondary Sector. However, members of the whole school community may also experience change at some time and therefore transition can also affect and impact on not only our children, but also members of staff, parents, new and existing employees and students on work placement.

Any change can be a time of stress and potential upset for a child and its family. At Broomwood Primary School, we feel it is important to manage this change sensitively and supportively as all members of our school community need to feel supported when faced with new challenges and situations.

TRANSITION OF CHILDREN - EARLY YEARS

Admission arrangement – home visits.

Nursery Information Leaflet is given to all new parents and is available on the school website.

All new and potential parents/families of children wishing to attend the school are given a copy of the school prospectus and are given a tour of the school by the Headteacher and/or member of the Senior Management Team.

Nursery to Reception – passing on of relevant information from teacher to teacher.

Meetings are arranged for 'New Reception Parents' where they are briefed in procedures for their child starting in Reception class. At Broomwood Primary School, meetings for parents have also been arranged to provide guidance on 'SAT's' and how to help their children succeed at the national tests which take place in Year 2.

Integration sessions in Summer Term. – Nursery and Reception

Children from Nursery and Reception also attend whole school assemblies when ready.

WITHIN KEY STAGE 1 AND KEY STAGE 2

Children have the opportunity to meet their new class teacher as they move from one year group to the next. They spend 1 hour with their new class teacher at the end of the Summer term where the new teacher's expectations are outlined and the children produce some work which is used for a 'Welcome display' in their new classroom when they return to school for the new Autumn term. Year 2 children are also given the opportunity to have supervised playtimes in the KS2 playground in the Summer term before they move from KS1 to KS2.

The following information is passed from one teacher to the next in their end of year 'handover' meeting in the Summer Term: National Curriculum Records, Numeracy and Literacy Record Sheets, Assessment information (tracker sheets & Foundation Stage Profiles), Reading and Spelling Ages, Action File Records, portfolio showing samples of good work, relevant medical and personal data.

BETWEEN KEY STAGE 1 AND KEY STAGE 2

As above, with the addition of Key Stage 1 teacher assessments in English, Maths and Science and SATs task/test results in English and Maths.

BETWEEN KEY STAGE 2 AND KEY STAGE 3

This inevitably involves the transfer of children to another school. Within Trafford this is quite a complex process and involves liaison with quite a large number of Secondary Schools.

Early in the school year parents of Year 6/5 pupils are invited to a meeting to discuss the 11+ procedures and arrangements for transfer to Secondary education within Trafford LEA. Staff are available to answer questions and offer advice where possible.

The local Secondary schools provide information/brochures which are distributed to all Year 6 pupils, as is the list of Open Evenings/Days when parents and children are welcome to visit.

TEACHER LIAISON

Once places are allocated, the designated members of Secondary School staff with responsibility for transfer procedures contact school to discuss their future pupils and to complete their own data sheet. They also meet with the pupils themselves. Broomwood Primary school has also recently extended its links with Secondary Schools by allowing Secondary School student teachers and teaching staff, to observe Year 6 lessons so as to gain a greater understanding of the primary curriculum.

In the Summer Term the Secondary schools organise an induction day when Year 6 pupils can visit their future schools in order to:

- Become familiar with their new surroundings
- Spend time with their new form teacher
- Meet other staff and subject teachers
- Participate in a sample lesson
- Meet current Year 7 pupils who might act as 'mentors'
- Year 6 children also begin work on their 'Transition units' which they continue to work on when they enter Year 7

STATUTORY TRANSFER INFORMATION

This includes the following:

- End of Key Stage 1 task/test results for English and Maths
- End of Key Stage 1 teacher assessment levels in English, Maths and Science
- End of Key Stage 2 test/task results in English, Maths and Science
- End of Key Stage 2 teacher assessment levels in English, Maths and Science
- Statement of Special Educational Needs (where appropriate)

OTHER TRANSFER INFORMATION

This includes the following:

- Annual Records of Achievement
- National Curriculum Records
- Record of Reading and Spelling Ages
- Any relevant medical or personal data
- Individual Education Programmes (where appropriate)

SPECIAL EDUCATIONAL NEEDS

The needs of those children on the School Action File will be discussed at the end of each school year as described in the Special Needs Policy. The updated information is then passed to the next teacher along with a relevant IEP to cover the first half term of the new school year.

The School's SENCO is responsible for co-ordinating information for both Key Stages 1 and 2 so that there is automatically a continuity of transfer of information. At transfer from Key Stage 2 to 3 details of those pupils on the Action File and the Stage within the Code of Practice are passed on to the liaison teacher.

TRANSITION ARRANGEMENTS FOR STAFF

New teaching staff (experienced and Newly Qualified Teachers) are allocated a senior member of the teaching staff to act as mentor. The mentor offers advice and support to the new teacher throughout the year to ensure that they have a smooth and effective induction into teaching their new year group. Teaching observations are carried out through the year to assess the teaching and learning throughout the school (Performance Management) and all teaching staff are given the opportunity to access any training or personal development they need in order to be effective in their new role. NQT's are supported through their first year of teaching through the NQT induction process and are given information about the school when they first enter (see NQT Information Booklet). Supply teachers entering the school are also given a tour of the school and are given relevant school information (See Supply Teacher's Information Booklet).

Other non-teaching staff are also given relevant information and training regarding their role in the school when they begin their employment. (See Midday Assistant & New Employee Information Booklet). They may also be given a tour of the school and their roles and responsibilities are outlined to them by the Headteacher.

Teaching and Teaching Assistant Students (as well as work experience students) are given a tour of the school and are provided with a Student information booklet which gives them important school information by the Student Co-ordinator. They may also be subject to initial informal interview to assess their suitability to work within the school environment and find out any information they require, before starting their placement. All students are also required to complete a questionnaire in which they are asked to assess how well they were inducted into the school. All teaching staff in charge of the student are also asked to complete a student assessment to assess the student's effectiveness and impact on the school during their placement.

ROLE OF THE CO-ORDINATOR

To ensure that all staff are aware of procedures in place to enable them to create a smooth transition for each child between year groups and different sectors of education.

TRANSITION ARRANGEMENTS FOR GOVERNORS

When elected, new members of the Governing Body are sent a 'Governor Welcome Pack' from Trafford LEA. This outlines general information about the role of a governor, and includes official information from the LEA and DfES. Each new Governor is invited to take a tour of the school and is introduced to all school teaching and non-teaching staff. Governors are also invited to work closely with subject co-ordinators and are able to visit school regularly and observe lessons in their subject responsibility.

ROLE OF THE HEAD

To monitor the well-being of every child at times of change within the school.

Written October 1999

Reviewed February 2009

Approved by Governing Body _____

Date _____