



Transition Policy

Maesglas Primary School

1.0 Rationale

This policy is a statement of the aims, principles and strategies for Transition at Maesglas Primary School. The policy was developed in September 2023.

2.0 Equalities

At Maesglas Primary School we believe that we are all lifelong learners - pupils and adults alike. Maesglas Primary School ensures that staff never discriminate, or allow personal feelings, prejudices or assumptions about race, ethnicity, special needs, age, gender or disability to affect their treatment of pupils when dealing with smooth transition and its implications.

3.0 What is Transition?

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 in to their new learning environment in preparation for future learning and development.

4.0 John Frost School Cluster Transition Policy

This Transition Policy represents a joint agreement between the following schools, whom are within the John Frost Comprehensive School:

The John Frost School
Maesglas Primary School
Gaer Primary School
Tredegar Park Primary School
St Woolos Primary School
Clytha Primary School
Glasllwch Primary School
Pillgwenlly Primary School

PURPOSE

Our agreed aims are:

1. To promote the continuity of education between the year groups
2. To encourage discussion between differing stages and thus inform decision making and policy development
3. To facilitate educational continuity and progression with direct reference to any schemes of work and assessment strategies
4. To facilitate greater staff awareness of the other phases/stages, especially the practice and methodology as well as the pupil experience
5. To share expertise and resources
6. To realise the full benefits of common INSET
7. To enable effective transfer of pupils between schools
8. To identify and target specific support at those pupils considered to be vulnerable

9. To ensure proper availability and use of pupil transfer data
10. To ensure parents/carers/families are fully informed of the transfer process.

The implementation of the above aims relies upon the development of a common educational philosophy.

Timeframe

The plan sets out how we will work together to realise the above aims.

It summarises aims and priorities agreed by partner schools and provides detail on the work to be addressed in each academic year

The progress made and the next steps will be reviewed and agreed annually. We will seek the views of parents, carers and pupils on the approach taken. We will also work in partnership with colleagues in the local authority.

Content

The plan addresses the action that will be taken against the core requirements set out in guidance provided by the Welsh Government:

1. Managing and co-ordinating transition;
2. Joint Curriculum planning;
3. Achieving continuity in teaching and learning methods;
4. Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment;
5. Evaluation of the impact of the policy and improvement initiatives on standards.

In addition the plan sets out how we shall work together to ensure that there are effective arrangements for transition in the following areas:

6. Pastoral links to meet pupil's personal and social needs;
7. Sharing information about pupils' achievements and attainment;
8. Communicating the learning needs of individual pupils.

In each case, the plan identifies current and ongoing work. Where areas of improvement are identified we shall agree priorities and work together to address these over the period of the plan.

Activities that have supported effective transition:

- Maths Transition Project created collaboratively by Year 6 Teachers and Head of Maths at JFS
- Cluster Sports Days
- Cross-phase observation of teaching for learning

- Cross-phase portfolios of learning to exemplify standards
- Effective transfer of data
- Y5 Music Concerts performed
- Moving Up Day
- Y7 pastoral assemblies
- Master-classes in Literacy and Maths
- Buddy Systems
- Exit Assemblies celebrating learning

5.0 Transition at Maesglas Primary School

PURPOSE

Our agreed aims are:

1. To promote the continuity of education between the year groups
2. To encourage discussion between stages and thus inform decision making and policy development
3. To facilitate educational continuity and progression with direct reference to schemes of work and assessment strategies
4. To facilitate greater staff awareness of the other stages/phases, especially the practice and methodology as well as the pupil experience
5. To share expertise and resources through whole school INSETS
6. To enable effective transfer of pupils between phases/stages
7. To identify and target specific support at those pupils considered to be vulnerable
8. To ensure proper availability and use of pupil transfer data
9. To ensure parents/carers/families are fully informed of the transfer process.

Activities that have supported effective transition between Year groups and phases:

- Bespoke Transition plans for vulnerable learners
- Social Stories to support transition
- Year 2/3 Bridging units
- Learning Walks, cross phase to ensure learning zones are in place
- YN and YR Parent meetings in Summer term to meet new teachers
- Cross-phase observation of teaching for learning
- Cross-phase portfolios of learning to exemplify standards
- Effective transfer of data
- Moving Up Day
- Whole school pastoral assemblies
- Exit Assemblies celebrating learning
- Transition staff meeting, including passing on ALN info
- Class record sheets and files

Year 2 to 3

At Maesglas Primary we are mindful to ensure that Early Years pedagogy moves successfully and progressively into later years. It is hugely important that, our children are allowed similar opportunities to develop their independence through a thematic approach that successfully incorporates enticing provision areas. Our children experience a more formal setting in Year 3, whilst continuing to reinforce and develop their skills at an appropriate stage through rich and engaging opportunities in learning zones.

Our 'Moving Up Day' allows the children to meet their new class mates and teacher in preparation for the next academic year.

Transition is strengthened by cross phase visits, allowing Year 2 and 3 teachers to experience the provision and learning in both phases. A comprehensive dialogue between teachers ensures that individual details of children are sensitively transferred between phases.

At Maesglas Primary we ensure that appropriate data is transferred between phases to allow for a more seamless transition. Data is used in a highly effective way to determine appropriate planning and groupings within classes.

Exciting 'bridging units' of learning have been planned to ensure that the children experience a continuum of learning cross phase. 'Scaredy Squirrel' provides an exciting context for the children to develop literacy skills. Project books are passed from Year 2 to 3, to serve as an excellent starting point in Year 3 for both children and teachers.

Year 6 to 7

Much Health and Wellbeing work takes place in Year 6 to continue to develop self-confidence, self-esteem and independence, including a memorable residential trip, Jigsaw continues into Year 6, helping to make children increasingly independent and build on strategies to cope with change.

Transition work begins in Year 4 and continues with incidental trips to John Frost School e.g. to attend music workshops and cluster sports events. During the summer term, some teachers from John Frost School will come to deliver assemblies and lessons with the Year 6 children in their own classroom. The children are invited to spend a full day at John Frost School where they will experience taster lessons and lunch in the school canteen. A series of meetings will then take place between the staff at John Frost, our ALNCO (Additional Learning Needs Co-ordinator), the Year 6 teacher and the children, at which any relevant information is shared.

Children with additional learning needs undertake additional visits to the new school to familiarise them with the environment. Our children leave us ready and prepared to embark on the next phase of their educational journey.

6.0 Administration Information

This policy was created September 2023

This policy was presented and accepted by the Governing Body October 2023

This staff were made aware of this policy on **September 2023**

This policy will be reviewed October 2025

7.0 Signatures

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Headteacher

A rectangular box intended for the signature of a Staff Member.

Staff Member

A rectangular box intended for the signature of a Governor.

Governor