



# Westerton Primary School

## Transition Policy



# Westerton Primary School/

November 2019

## Rationale:

'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 have been adapted to support children in settling into their new learning environment in preparation for future learning and development. All staff at Westerton Primary School are committed to ensuring that every pupil is supported during times of transition both to/from and within the school.

## Aims

We want our children to experience a smooth transition throughout their learning, so that

- pace and quality of learning are maintained
- children continue to make the very best progress
- children feel safe, secure and supported
- learning is seamless
- learning and teaching meets individual needs

## Principles That Underpin the Policy

- ❖ Approaches to teaching and learning are harmonised at the point of transition to ensure continuous learning.
- ❖ 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 to the information from the previous setting/stage.
- ❖ Children are able to enjoy new approaches at transition.
- ❖ Transition motivates and challenges children.

- ❖ Staff allocation gives particular attention to the particular needs of the children.
- ❖ Transition arrangements are made to suit individual pupils including extra visits and opportunities to meet their teacher in advance.

#### Equality, Diversity and Inclusion:

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access needs experience a similar ease of transfer as other pupils. Where necessary, additional transition arrangements are put in place to support pupils with additional needs e.g. physical, mental, social or educational. These enhanced transitions are used for entry into P1, transfer to secondary and for pupils moving between stages.

At Westerton Primary School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within their learning environment because of age, any disability they may have, their ethnicity, colour or national origin or their gender 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.

### **Continuity of Teaching and Learning**

At Westerton Primary School, we use the following processes:

#### Transition from Nursery to Primary:

- ❖ Discussions occur between Westerton SLT/teachers and staff from other settings.
- ❖ Staff member (DHT) and class teacher from Westerton Primary visit all the children in the early years establishments (where possible).
- ❖ Tour of the school offered to all incoming parents and children.
- ❖ Parents of prospective P1 children are invited to come to visit the school in May.
- ❖ Parents talk through the transition process and how to support their child with school SLT and children are invited to visit their class and do some activities with their teacher.

- ❖ Parents receive an 'information pack' with information about school.
- ❖ Transition events run throughout the school year, linking pupils in nursery and P1. Nursery pupils attend outdoor learning experiences alongside our p1 pupils weekly throughout the year.
- ❖ Children who turn 4 before the end of February start school full time in August of that year.
- ❖ A base line assessment is completed within the first few weeks of entry to Primary 1. This will highlight the needs for any early intervention.
- ❖ An information evening for new P1 parents during the Autumn Term is arranged to explain the teaching of language and maths and offer advice on how to support this development at home.
- ❖ Staff are proactive in talking to parents about issues that may arise with individual children.
- ❖ The P1 curriculum builds on and extends the experiences children have had during nursery where a kinaesthetic approach to teaching and learning is play based maintained and build upon to offer a creative, hands on method of learning and teaching.

### **Transition from Stage to Stage within school:**

#### **Class GIRFEC overview:**

- ❖ Teaching staff meet to discuss the children's progress. Existing teachers inform the future teacher of the child's level of ability, additional support needs and any other information relevant to the health and wellbeing of the child.
- ❖ Information passed onto future teachers includes progress in literacy, numeracy & mathematics and pupil profiles.
- ❖ Information is used to group pupils, adjust/fine-tune the curriculum and set future targets.
- ❖ Children encouraged to sharing good work with teachers of 'next class'.
- ❖ All children visit new classes and work alongside new teachers on 'Bump Up!' days in June.
- ❖ Regular discussions with staff, monitoring of work and assessments allows teacher/SLT to track pupil progress and is used to set future classes and plan for future learning.
- ❖ Throughout the year, there are shared assemblies, extracurricular events/clubs, buddy systems, pupil led masterclasses and House meetings and project based opportunities where children throughout the school mix together to enable them to get to know other teachers, staff and each other.

- ❖ Universal Support Plans, (USP's), are in place for all children with additional support needs. Targets are set each term and shared with pupils and parents. In June the current and future teachers are involved in setting targets with parents and children.
- ❖ Assessment folders are kept for all children from Primary 1 to Primary 7.

### **Transition from Primary to Secondary:**

- ❖ SLT from Boclair Academy organise an information evening in October & May each year to speak to all P7 pupils and parents and provide information about the school. There is also an additional opportunity for parents of pupils with ASN needs to attend an information session outlining the supports available to their children at Boclair Academy.
- ❖ A transition programme of events is agreed with all cluster schools and Boclair Academy, with events taking place throughout the year.
- ❖ Teachers from Boclair Academy visit to provide lessons in specific subjects (numeracy & mathematics etc).
- ❖ Primary 7 pupils visit Boclair Academy to take part in various events including, P.E. Morning, Business Challenge, Christmas Show etc.
- ❖ P7 Pupils work on a 'Skills Passport' throughout the year which is used to enhance their transition process.
- ❖ The Guidance Team will visit P7 to meet the children and discuss their thoughts and concerns ahead of transfer. This may lead to some individual or group work with pupils where required.
- ❖ Primary 7 teachers meet with staff from the language and maths departments to share information on the pupils' progress in that area.
- ❖ Primary 7 teachers liaise with the receiving school to create a profile of assessment data and transition needs for each child.
- ❖ The DHT & SFL team come to offer a session to pupils to enhance their understanding of the SHANARRI terms and enable them to complete a HWB transition survey with confidence.
- ❖ Identified children (e.g. ASN) receive additional support before and after transition. An Enhanced Transition Programme is organised for specific children.
- ❖ All P7 children attend their prospective secondary school for two Transition Days during the summer term.
- ❖ Pupil support staff meet with SLT and Primary 7 teachers to discuss the needs of individual pupils that may require additional support.

### **Transition from School to School:**

- ❖ Individual tours offered to all incoming parents and children. Time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings.
- ❖ Parents receive a school handbook with information about the school.
- ❖ New children assessed quickly by class teacher and /or SLT to ensure learning and teaching meets their needs.
- ❖ A 'buddy' from within their class is identified to help the new child to integrate.
- ❖ Records from previous school made available to class teacher and SLT.
- ❖ For children with additional support needs, a planning transition meeting may take place involving staff from previous and new school, parents and carers and any other agencies involved with the child to ensure that the needs are identified and procedures put in place to meet them.

### **Links to other Policies**

- ❖ Teaching & Learning Policy
- ❖ Assessment Policy
- ❖ Wellbeing
- ❖ ASN