

The Catholic School of Saint Gregory The Great

Believe and Achieve



TRANSITION POLICY

To be read in conjunction with related school
policies

To be reviewed by September 2027

Mission Statement

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

Aims of the policy:

We want ALL children to experience a smooth transition from the moment that they start school with us until the time that they leave. We place liaison with colleagues and the interests of our children at the heart of transition to ensure that the pace and quality of learning are maintained so that children continue to make excellent progress.

Principles that underpin the policy:

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning for formal learning is based upon assessment information from the previous class / setting.
- There is a whole school plan for developing independence and learning behaviours as children move through the setting between years and within years taking into account child development milestones, EEF research and where the children need to be before progressing to Y7 at another school (Appendix 1).
- Styles of teaching and learning meet the needs of the children and not preconceived notions of what is appropriate for the next phase/ key stage.
- There is professional regard for the information from the previous setting / phase which is seen as valuable.
- Children are able to enjoy new approaches and experiences at transition.
- Transition motivates and challenges children and can be seen as a fresh start.
- Staff allocation gives particular attention to the particular needs of the children.

Transition into Early Years Foundation Stage at school:

- Over the year, our on-site Preschool and Foundation Stage work very closely together engaging in ‘play dates’, free flow outdoor learning and Liturgies.
- EYFS staff liaise with all pre-school settings to understand more about each child who will be joining us and to consider whether a pre-school visit will be helpful to support the transition.
- A “Welcome to our school” meeting is held for all families who are new to the Foundation Stage. This is an opportunity for the parents to meet with the teaching team, Leadership Team, Inclusion Team and Admin Team. This meeting is split between in-person (to build relationships) and online (to share information).
- Home visits are offered to each family in the first few days of term in September, allowing both families and the teaching team to get to know each other in the child’s familiar environment.
- Storytimes and Stay & Play sessions are held at least weekly for the 6 weeks prior to the child leaving pre-school.
- Children start school in September and increase the time spent at school over the first few days. They are full time within one week.
- Families are expected to attend 4 workshops in the first term of school about different aspects of schooling: the importance of talk; early reading; maths all around us; St Greg’s curriculum.
- Families drop off and pick up their children from the Foundation Stage area, allowing families and the team to pass over information.
- Once the children are settled, families are invited to attend Stay and Play sessions, Story Making Sessions and Family Learning Sessions.
- Although there is a plan that we follow closely, we also recognise that children have individual needs and therefore if transition into school needs to be faster or slower for individual children, this is possible and will be planned in liaison with parents so that gaps opening up are minimised if they’re not at school full time.

Transition from Foundation Stage to Year 1 and consecutive year groups (Y1-Y2, Y2-Y3, Y3-Y4, Y4-Y5, Y5-Y6):

To aid transition, there are a number of planned-in events that take place in the final short term of the academic year. They include:

- A visit from a Senior Leader to tell the children who their new teaching team will be.
- A letter to parents to inform them about their child’s new teaching team.

- Visits from their new teacher who leads sessions in the child's current class.
- Visits with their current teacher to the children's new class for a lesson.
- A session led by the child's new Teacher in their new classroom.
- Allocated staff training time for Teachers and Teaching Partners dedicated to understanding the needs of each child so that support and challenge is in place as soon as the children begin. This includes learning behaviours, attainment, progress, medical needs, pastoral needs. Information regarding family circumstances/Aces is shared.
- A parent presentation is shared on the website to inform them about curriculum, trips, expectations for the next year.
- A questionnaire is sent to parents in July which allows them to share information about their child with those caring for their child.
- Where required, transition units of work are planned in, where children focus on building independence and confidence in working with a wider range of adults whilst sharing a common theme.
- Assessment moderation between previous teaching staff and the new Teacher to ensure agreement of assessment judgements between old and new staff.
- TAF meetings for specific children with additional pastoral needs who would benefit from closer working relations between home and school.
- Additional interventions for some children who are not meeting agreed learning behaviour milestones to make the transition slightly easier for them. These are agreed in Pupil Progress meetings in May/June.

Children joining later than the usual EYFS joining date:

- Individual tours offered to all incoming parents and children.
- Time for the child to visit their new class to help get them acquainted with their new surroundings and people.
- Parents receive a 'Welcome Pack' with information about the school.
- A 'buddy' is identified to help the new child to integrate and feel safe.
- Records from previous school are made available to the class teacher, DSL and Inclusion Manager.
- Phone calls/visits to previous settings are made if required.
- Safeguarding information is sought by the DSL within one week of joining.
- Teacher to meet with Parents/Home Visit where it is felt necessary/helpful.
- The 'new starter' process is followed with the aim to complete it within 2 weeks of the start date. This includes assessments of early reading, early number work, language acquisition and this information is shared with all those who will work with the child as well as the Leadership Team.

Transition to Secondary School

At the end of Year 6, our children move to Y7 at another school. Typically, we feed onto about 14 different secondary schools each with their own transition arrangements. We ensure that no matter which school they move onto, we facilitate:

- A meeting with all Y5 and 6 parents annually to understand what to look for in a secondary school and how to apply for the place.
- A visit between the child and a representative from their new school at St Gregory's.
- At least one day to visit their new school.
- A meeting between a secondary school representative and the child's Y6 teacher (and 1:1 if the child has an EHCP).
- Sharing of attainment and pastoral needs with the new school.
- Sharing of all safeguarding information.
- Additional meetings where the child would benefit such as inviting new staff to a TAF, EHCP review etc.
- An invite to return to St Gregory's on their new In-service days to keep in touch, continue to encourage and maintain relationships.

Equal opportunities and inclusion

Children and parents are actively involved in the process and their perceptions about transition are explored and valued. The following routines are put into place for those with additional needs who would benefit from additional support with transitions:

- A photographic booklet can be sent home detailing information about the new year group; this helps to prepare the child for new routines.
- A meeting can take place between existing and new staff to ensure familiarisation opportunities are planned in.
- An additional TAF meeting.

- Postcards can be sent by the new staff to the child through Summer break.
- Attachment objects can be introduced by the new staff.

Appendix 1: Development of Learning Behaviours & Independent Learning Skills to be facilitated throughout the year to support transitions through the school:

*These have been produced by our own staff team and reflect the bespoke needs of the children within our school community. These can be adapted dependent on the needs of specific children in consultation with Inclusion Manager & Phase Leader.

EYFS

Autumn TERM 1	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
Hang coats on pegs	Collect water bottle, coat and book bag	Collect book folders (name recognition)	Tasks completed at 2 tables with teacher floating in between	No coming back in for 'end of day' belongings. Be able to dress independently	Children to wait on the playground (EYFS) rather than in classrooms at the end of the day
5 minute carpet time	Start to take responsibility for classroom resources (linked to Finger Gym, lessons planned for children to learn how to use and care for resources) eg lids on pens	20 minute carpet time	Get changed for PE, clothes on a chair, put clothes back in PE bag	25 minutes on carpet all in one go, transition from one lesson to next	Beginning to recognise strategies to support regulation eg collecting poppet
Allocated carpet space	Know which group they are in	Dress independently for PE	Get changed where group sign is	Cold/hot task for literacy	Identify when needing to regulate eg using hub club pass independently
Can find allocated carpet space and sit in it	Know which class they are in	Collect own resources, eg wbs can be collected from box/passed along row			
Give Me 5 introduced	Recognise own name and collect resources (reading folder) with it on	Coaching sessions for PD			
Sitting to eat snack, dining hall	Understand the importance of sharing/turn taking and apply this	Topic lessons taught formally on timetable x1 week			
Resources put out on table spaces for children	Begin to link emotions to physical feelings in the body eg ZOR. Heart beating fast				
Add photo to name to help children make the association	Carry own bag/water/lunchbox to school				
Tasks completed at one table led by an adult	Leave primary caregiver confidently				
Work recorded on sheets and put in folders	Know which group they are in				
X4 weeks flexible timetable in response to children's needs	Homework reading				
Thinking thumbs to answer/share ideas					
ULS Phase 2 taught from day 1					
Self-regulation – colour monster					
Zones of Regulation introduced					
Accessing calm area with support					
10-minute carpet time					
Hymn practice start attending (adults to stay)					

YEAR 1

Autumn TERM 1 Everything from EYFS +	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
Organise themselves at morning and home time	Take part in restorative conversations	Stick in 1 x sheet (maths) per day	Stick in 2 x sheet per day	Long date for English	Stick in all work
Awareness → sit showing 5	Homework – reading, mathematics and spelling	Start writing more in English books on lines (not sheets)	Maths – children to be shown how to add into one square	Reading quietly and independently for longer periods	
Make sure learning lines are complete. Introduction of 'learning line' and the emotional language of learning	Timetable change	Get resources independently when prompted eg sound cards	Vertical Can Do maths sheets	Completing learning line with limited prompting	
Brain, Buddy, Boss		Practise writing stamina eg building up informal writing opportunities			
Share carpet space plan from EYFS and talk partners		One "challenge time" per week			
On carpet 20-25 min Interactive					
Allocated table space					
When at tables sitting feet flat, 90°, posture					
Sitting to eat. Table manners					
Write short date					
Collect own resources eg WB					
Changing shoes for break/lunch time					
Children to have whole class main teach and group activity/independent (short time)					
X2 challenge time on rotation					
Engage in a restorative conversation led by an adult					

YEAR 2

Autumn TERM 1 Everything from Y1 +	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
Glue own sheets into books	To be able to write for 20 minutes (stamina) at a table	Rulers – all subjects	Where resources are needed – teacher input while children at tables	After SATs – visit Year 3 classrooms and teach in there (when Y3 have music/ coaching/trip days)	After SATs – visit Year 3 classrooms and teach in there (when Y3 have music/ coaching/trip days)
Write short and long date in books/sheet	Self-regulation – begin to consider how actions impact others and themselves	Edit and improve (polishing pens)	Begin to consider big problems/little problems	Resilience – managing feelings and emotions – discuss how they feel and why that might be	More time at tables and less on carpet – tables for 3 lessons per day – depending on
Organisation of belongings		Get own resources for lessons if needed to support learning (signpost to what might help)	Homework – maths SATs added	Write WALT and underline in core lessons	Write WALT for almost all lessons
Hand in homework/spellings on a Friday (with support to start)		ULS phonics teaching to stop whole class and SPaG lessons to start			More peer and self-assessment
Learning books open when finished on table					Change/choose own reading book overseen by TP
Learning line					
Read quietly on carpet					
Stamina – writing for longer periods					
Using books, finding next clean page, having pride etc					
Good listening and sitting well on carpet space					
Turn taking					
Allocated carpet spaces					
“Give me 5” prompts					
Allocated groups and table space					
When at tables – feet flat, right angles, posture					
Sitting to eat, table manners					
Maths tasks to be stuck in vertically down half of page					
Recording in Maths, 1 digit per square to side of sheet					
Glue sheets in independently					
Write short and long date on lines in book and underline (use of ruler)					
Children to collect own resource with guidance from teacher – between 2 resources					
50/50 balance of work recorded on sheets and in books					
First two weeks – can have challenge time to support with tiredness					

YEAR 3

Autumn TERM 1 Everything from Y2 +	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
15 minutes of independent writing		Big v little problems		20 minutes of independent writing	Start date/WALT independently, neatly and correctly
Dumtums		Independently change books, no reminders			Own restorative conversations
Understand restorative conversations and have to support them in this with an adult		Use of highlighters, purple polishing pens and answering next steps independently			Stay on their seat for sustained period of time – 45 minutes engaged in lesson
Engage once in a lesson with an opinion per day at least					Purposeful peer assessment eg linked to objectives
Stay in seats for short periods – sitting correctly, feet flat etc					
Change reading books independently with reminders					
Start to self-assess with increasing accuracy					
Greater flexibility in seating arrangements – ability to change seats as per lesson requirements and regularly change talk partners with same expectations no matter who it is					
Maths sheets to be stuck horizontally					
Self-selecting resources that will support learning eg spelling mats “What do you think you’ll need to help you?”					
Children write date and WALT and underline all lessons					
ULS intervention in place – check					
Change reading book independently with little reminder – know date, know what they need					
Understand the need to regulate and consequences					
Able to sort out problems but know when support is needed					
Use margins correctly					

YEAR 4

Autumn TERM 1 Everything from Y3 +	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
Underline dates and WALT using a pencil	Engagement/maintain concentration on teacher talk	Pen use for all	Understand the appropriate time to put hands up eg not toilet in taught part		Edit all work without prompting
Label and draw with a pencil and ruler	Full timetable in places		Follow written instructions		Consistently respond to spellings
Respond to marking fully					
Walk on right hand side along corridors/stairs					
Respect the environment – pick things up instead of walking over them					
Don't drag body along displays					
Walk respectfully around school site					
Use margin correctly					
Self-selecting resources that will support learning eg spelling mats					
To be able to work independently on a task for 30 minutes					
Mentors in Mass					
Mediating/leading RP conversations with others					
Greater relationship awareness eg best friends/sleepovers					

YEAR 5

Autumn TERM 1 Everything from Y4 +	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
Kingswood – prepare for staying away from home/independence	Without teacher input begin morning task independently		Work independently quietly for 20 minutes	Work together in a group, staying on task for 20 minutes	
Prepare for next lesson – resources on to tables (check timetable) eg transitions				Pass message on from home to school	
Improve work independently using resources without being told					
Mentors in Mass					

YEAR 6

Autumn TERM 1 Everything from Y5 +	Autumn TERM 2	Spring TERM 1	Spring TERM 2	Summer TERM 1	Summer TERM 2
Taking responsibility for resources. Asking for replacements when needed.	Working in silence 20 minutes (in some lessons)	Finding spare spellings/homework themselves if lost (in good time before deadline)	Working in silence for 30 minutes	Leave classroom/school independently	Toilet breaks not in lesson time.
Communicating about homework and asking for new spellings/sheets	Full timetable in place	Work for 45 minutes independently on a task	Walk home independently to prepare for secondary school		Working in silence for 40 minutes.
Having planner and levelled book at all times in school bag		Stop PE coaching			
Contribute to the wider learning environment by not drawing attention to unnecessary distractions					
Chairs for assemblies					
Greater awareness of how best to support learning, ie selecting resources/strategies independently					
To be able to work independently on a task for 45 minutes					
Mentor in Mass					
Responsible opportunities for leadership					
Behaviour monitors to role model to others					
Awareness of situations/climate and how we might adjust					
All children to complete homework and have conversation when not completed – steps up Can do SATs books					
PGL – stay away from home for 3 nights independently					