

St John the Baptist Transition Policy

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Safeguarding Policies

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St John the Baptist Primary School

Transition Policy

'All things must change, to something new, to something strange.'
Henry Wadsworth Longfellow

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling in to their new learning environment in preparation for future learning and development. Pupils at St John the Baptist Primary School may make several transitions as they move through the school including:

- Transition from home/another provider to EYFS
- Transition from our 2yr old provision to Nursery
- Transition from Nursery to Reception
- Transition from EYFS to Year 1
- Transition from one class to another
- Transition as an in-year transfer
- Transition from Year 6 to secondary school

Each of these transitions is unique with its own challenges and expectations.

Aims

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

Principles that underpin the Policy

This policy reflects the principles established within the school's Teaching and Learning policy.

- Approaches to teaching and learning are similar at the point of transition.
- Planning is based upon assessment from the previous class or setting.
- The approach to teaching and learning will meet the needs of the individual classes without preconceived notions of what is appropriate for the key stage.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress.
- Transition should be seen as a process rather than event.
- Parents and children should be informed and actively involved within the transition process.

Transition from home/provider to Nursery:

Parents/carers are contacted when a space is available or the week before their 3rd birthday. School will offer them a visit to the nursery and arrange a home visit for either just before or after 3rd birthday. During the home visit forms are completed to get to know family. Often toys or books from the nursery will be taken to give to the child. For the first

few sessions children stay for an hour unless they are fine and then they can stay full session the following day. In some cases when a child isn't settling they will come for an hour at a different time in nursery and we assess again. Within the first few weeks a meeting/chat is held to see how child is getting on and if they are not settling we talk about ways which may help.

Transition into the setting for children with SEND is individual to the needs of child and family. We believe a child is fully settled when they leave are happy to leave the carer or with just a little support, can talk to an adult about needs and wants and are able to investigate the area with little support (unless SEND).

If the child is moving from another setting, school will hold a meeting with, or contact, the current provider for information on the child. We endeavour to receive the Moving Forward document for the child, which includes academic, personal, pastoral and health information.

Transition from our 2yr old provision to Nursery

Transition into the 2yr old provision follows the same procedures as transition into the Nursery.

Throughout their experience in our 2yr old provision, children spend planned time within the nursery setting to ensure they are familiar with this. Where possible and appropriate, they take part in Nursery activities e.g outdoor play.

Teachers in the nursery setting, spend planned time teaching and assessing the 2yr olds. The aim of this is to make sure they are nursery ready and the teachers can foster positive relationships and a deeper understanding of the child's strengths and areas for development.

Transition from Nursery to Reception

Nursery children are generally confident about the move to reception, given they share the outdoor space and have daily interactions with the Reception teaching team. In the second half of the summer term the reception teachers lead some sessions in the nursery, and nursery children spend some time in their new setting. The parents of existing nursery children moving into reception attend the July meeting for new parents, and their children join the children who are new to school at the two play sessions held at the end of the summer term.

Transition meetings take place at the end of the Summer Term between Nursery and Reception staff at which the child's EYFS Profile, Special Book and important pastoral information is discussed.

Transition from EYFS to Year 1

Transition from the Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.

In the Spring term we start transition with the children having a story from the Y1 teacher; then in the Summer term groups go through to Y1 for an activity as part of the Y1 class lesson e.g. a number activity. This works well as the children are part of the class (they know the children from being on the playground/dining hall with them) and they complete a similar task – we do this so the reception children have Y1 role models who can talk to them and explain what they need to do.

School may also complete shared some parent consultations with the Y1 teacher too, if it is felt it would be beneficial to the child and the family.

Transition meetings take place in the Summer term between the Reception and Year 1 teachers where assessment and pastoral information is shared.

Transition from class to class

All children visit their new classes towards the end of the summer term, spending an allocated amount of time in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions. This is to set the tone for how things will work in their new year group.

Transition meetings between staff are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. A list is given to the class teacher, by SLT, of children they particularly need to discuss due to their vulnerabilities e.g. CP, SEND, and staff are asked to familiarise themselves with the CPOMS records of these children.

An early Pupil Progress meeting is held in the Autumn term to look at the data and set the academic targets for the year. Assessment information on children's attainment, progress and targets is also shared through the Target Tracker database and the handover of class assessment files for Reading, Writing and Maths. The receiving teacher also has access to each child's end of year school report.

Information is shared with parents in relation to homework expectations and when PE sessions are.

Whilst some activities in the first week of the Autumn term are specifically planned to help children settle in to their new environment and get to know the adults who are now working with them, it is also a time for the teacher to remind the children of the school expectations.

Transition as an in-year transfer

Families who are new to school as an in-year transfer are welcome to come for a visit to meet a member of SLT and have a tour of the school. It is important to make these early links with families to outline the ethos of the school and as an opportunity for them to ask any questions.

The admin team will ensure that new families receive and complete all the necessary paperwork e.g. School Prospectus, SIMS forms. They will also send an 'Information Request' form to the previous school to gain as much academic and pastoral information as possible. Where needed, SLT may phone the previous school for additional information. Where CPOMS records are available, we will request that these are transferred and a phone call to the Children's HUB will be made if needed.

A member of the Pastoral Team will conduct a new starter visit to build that relationship with the family and inform them of the different ways we can support them. This is an opportunity for the family to share any information they feel is important for us to know and an opportunity for us to gather additional information.

The class teacher will follow up any new starters with a conversation/phone call home at the end of the first day and then again within 2 weeks. Depending on how the child has settled in, this communication may continue or be more frequent.

Transition from Primary to Secondary School

School follows the procedures outlined in the Stockton LA Transition Guarantee. This is to ensure that all the relevant academic and pastoral information is passed to the receiving secondary school and aims to identify vulnerable pupils who may need enhanced transition. Meetings are held with receiving secondary schools in the Summer term so children can be discussed in more detail.

We will keep parents informed of key dates related to secondary school transition, such as deadlines for applications, support with applications, visits to secondary schools, dates of open evenings, dates of transition days.

Transition into a Pathway Development Centre (PDC) place

Transition into a PDC place will be in line with the guidance from the LA.

Transition out to another school

School will ensure all relevant documentation is provided to the new school. We will contact the new school with a 'Transfer Out' form where we will inform the receiving school of academic levels, attendance and other relevant information.

Where children are moving to a specialist provision, school will fully support the transition programme and where needed will take the child to visit their new setting.