

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

POLICY AND PRACTICE FOR TRANSITION

The Aim of the Transition Policy is to set out the principles and practice of how transition is managed at The Bishops'.

Transition happens at the beginnings and ends of every stage of our human journey through life. Coping with transition is a necessary and important emotional skill, and confidence in embracing change gives children a positive attitude to their future.



At The Bishops' the most significant moments of transition are:

- From nursery/preschool to Foundation Stage
- From Foundation Stage to Key Stage 1
- Between Key Stage 1 and Key Stage 2
- Between Key Stage 2 and Secondary School

At The Bishops' we aim to ensure that transition is a positive experience and that children are prepared well for their next stages of education. Staff are well informed about the pupils' academic, social and creative skills – and pupils are introduced to their new teacher(s), changing expectations and environments in good time. Parents are involved in the process so that there is familiarity and consistency in communication and to enable them to support their children during the periods of transition.

In line with our Equal Opportunities and SEN policies and practice, where there are specific needs then individual circumstances dictate extra levels of support in the transition, and these are managed by the SENCo and the other appropriate staff.

In practice, transition at The Bishops' looks like this:

Before arriving at The Bishops':

The Foundation Stage teachers visit as many children as possible in their pre-school settings, and some in their home setting, gaining an understanding of the children's aptitudes and needs.

Three Induction Afternoons are arranged for parents, and two for the children. These cover:

- The ethos of The Bishops'
- Preparing your child for The Bishops'
- Developing the emotional well being of your child (this session is led by the school Counsellor)
- Supporting the school through homework, encouraging play, giving time and attention to your child; through supporting PTA events or joining as a member; and through financially supporting the school through the Governors' Fund.
- The forms we need filled in – medical, permission for photos etc
- The best ways to communicate with us and how to stop problems from escalating
- The Foundation Stage Curriculum and how we teach basic numeracy and literacy alongside all other areas of development; as well as the typical routines of a day (this session is led by the Foundation Stage staff)

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The children have two afternoons in the Foundation Stage classrooms with the teachers they will be having the following term.

In addition the parents are invited to an individual meeting with their child's new teacher to ensure that their child's needs are understood and can be planned for.

Parents are also invited to a series of 'coffee and chat' mornings which are led by the school's counsellor and which cover topics suggested by the group. These support parents in dealing with the everyday problems which arise with young children, and create a positive relationship of honesty and care within the new community of parents, and between the school and home.

As children progress through the school there is then a consistent pattern of transition at the end of each year group or class from Foundation Stage to Year 6:

- Children and parents are told who their new teacher is through the reports which are sent home two weeks before the end of the summer term
- The teachers meet and share information
- The children have a session near the end of the term with their new teacher
- At the start of the September Term there is a Class Parents' Meeting at which the teachers describe the key elements of learning in the new class, such as mathematical concepts and written methods, and expectations of homework.
- At the start of each term a letter is sent home to each family outlining the topics and concepts to be taught and how parents can support this learning at home.

Transition from Foundation Stage to KS1 (Year 1)

- As far as is possible, planning at the start of KS1 includes aspects of play which provides a bridge from the FS approach to learning to the more formal learning in KS1.

Transition from Year 6 to secondary school

- Children have a variety of opportunities to visit local secondary schools during Key Stage 2. These include Gifted and Talented activities at Boswells and Chelmsford High School for Girls, watching productions at Boswells and Open Days at each of the secondaries for which we encourage the children to attend. The majority of children at Bishops' go to Boswells at present, and we also organise induction days for children who express a desire for greater familiarity with their new school. This is planned and led by the school counsellor, and also involves meeting up with Yr 6s from other local schools in a small group. This is particularly helpful for SEN children and others who are worried about the change.
- Staff from the secondary schools visit the children and staff at The Bishops', sometimes with Yr7 pupils, so that our pupils can ask questions to secondary pupils who have recently made the transition.
- Children in Year 5 receive a practical unit of DT learning from a teacher from St. John Payne.
- When children leave the school, this is marked at all stages by the giving of an olive wood cross and with prayer, symbolising the continuing gift of God's love and presence throughout a child's life

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- The transition for Year 6 pupils and their parents/ carers is marked by a special Leavers' Eucharist

Through these approaches and activities transition is approached in a measured and manageable way, involves pupils and their families/ carers, and enables pupils and staff to be prepared for the next stages of learning.