



The Royal School

Wolverhampton

Transition Policy

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	Teaching staff and teaching assistants

Aims:

This policy aims to ensure a smooth transition for all pupils. Transitions throughout the school is of paramount importance as it significantly impacts pupil's academic, social, and emotional development. Our aim is to deliver smooth and seamless transition for all to ensure:

1. Academic continuity
2. Emotional well-being
3. Social integration
4. Confidence building
5. Long-term success
6. Successful parental partnerships

Transition into Reception

The Royal School understand the importance of a nurturing, inclusive transition where the children feel safe and excited to begin their schooling journey. Some of the strategies to achieve this are outlined below:

- The Royal Primary School host an Open Day for prospective families in October.
- Families who are successful in their reception applications will be invited to a Woodland Trail/Adventure hosted by the Reception team. The session will take a "stay and play" format.
- A welcome meeting is held during the summer term. Throughout the welcome meeting, the senior leadership team share key information, the reception team are introduced, and key documentation is given to parents/carers.
- Families are invited to a "Meet the Teacher" session where they can book home visits.
- Home visits are carried out to all families prior to the child's start date.
- The Royal has a group of dedicated parents who will offer various opportunities for our reception pupils to access pre-loved uniform sales.
- The inclusion manager is heavily involved in all stages of the transition process attending TAF/TAC meetings for pupils prior to entering their Royal education. The inclusion manager carries out visits to pupils in their nursery settings and meets with their current early years practitioner to gather information to ensure for a smooth transition.
- Parents/carers receive regular updates on their child's learning journey via the tapestry app. The app also allows for parents/carers to share any learning or special experiences/celebrations that take place at home with class teachers.

Transition from the Foundation Stage to Year 1

We recognise that the that the transition from Early Years Foundation Stage to Key Stage One is a crucial step in a child's educational journey. These steps outlined

ensure a smooth, positive and well supported transition.

- Year 1 teachers visit/team teach in reception throughout the summer term.
- Transition day/s allow for reception pupils to visit their year 1 classrooms.
- Year 1 teachers must be given a copy of the profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.
- Reception class teacher to provide the barriers to learning for those children who achieved "emerging" at the end of early years.
- A transition document is completed by every class teacher. This document holds key information on relationships within the class, SEND/SEMH needs, medical needs, academic information. It also contains links to other key documentation such as EHCPs, provision maps and care plans.
- SEND pupils will receive packs detailing changes of staff, rooms and routines in order for them to prepare.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term i.e. leaving parents at the gates.

Year to Year Transitions

There are variety of strategies that The Royal School, Wolverhampton implement to support the pupils transitioning from year to year:

- During the summer term, circle times are based around transition and change in a positive safe environment where worries can be openly discussed.
- Staffing is carefully considered in order to best support the children in specific year groups.
- Staff carefully coordinate and share important information (academic and social emotional) and strategies to ensure a consistent transition between classes. Data is used to inform new teachers about their upcoming classes.
- Parents are kept informed about their child's transition, including meetings, progress reports, and opportunities for questions or concerns. Year group curriculum documents are also shared with parents to inform them of routines and structures of the new year groups.
- Pupils and parents are provided with information about their new teacher and classroom. Pupils will have the opportunity to visit their new class for a morning where they will take part in team building and group activities linked to our learning behaviours.
- At the start of a new year, we have a whole school approach to our transition activities. All work is based around a book that will support the pupils to adapt to their new year. English, Maths, Artwork, History, Geography and Science is completed as a whole school also with a focus on PSHE. This enables the whole Primary phase to start our year as one community. Focusing on the development of well-being, the learning behaviours and school values.

Year Six to Year Seven

Being an all-through school, The Royal School, Wolverhampton has the unique opportunity for pupils to visit the secondary school on a regular basis to build confidence with the transition from Year 6 to Year 7. Staff also meet regularly to discuss pupils, curriculum and teaching and learning strategies. The strategies used are as follows:

- Year 6 residential is based upon the learning behaviours, transition worries and changes. All activities are created to reflect, develop resilience and create an open forum for discussion.
- The Year 6 topic for summer two is Tomorrow's World. Here we focus on reflecting on their primary journey and looking forward to what is to come. Texts in English are carefully chosen to support the journey from Year 6 to 7.
- Transition meetings, that include Year 6 staff, Heads of Houses, Heads of Departments and Transition Leads, are carried out to discuss strategies for individual students, strategies for whole cohorts and academic performance.
- During the summer term, senior staff are encouraged to come and visit the primary pupils in their current setting.
- Transition mornings are carried out where Year 6 pupils attend form and lessons delivered by senior staff with their Year 6 class teacher.
- Pupils also take part in transition days for 2 days. Here they carry out team building activities as well as get used to the routines and the structure of lessons.
- Continued support is provided by Year 6 staff as they visit Year 7 lessons in order to offer advice and support for the new Year 7 pupils.
- Pupils that are attending senior school elsewhere are supported through meetings with teachers, transition days and completion of documentation.

Inclusive Transition

It is a belief at The Royal School, Wolverhampton that inclusion is celebrating differences and fostering togetherness; every pupil has a different start point but using our strategies everyone will reach the finish line.

Pupils with SEMH or SEND need receive two extra transition mornings where they tour their new settings and access activities based on the new areas, they will be based in. They complete these activities with Year 5 and 6 staff to begin to build relationships. Alongside this, provision maps, EHCPs and further documentation is shared with senior staff.

Curriculum

The Royal School curriculum, using curriculum ladders, is designed to ensure a logical progression from one year group to the next, building on prior knowledge and skills. Gaps in prior knowledge are assessed and worked on during focus groups to allow pupils the opportunity to start the year seamlessly.

Subject leads collaborate across phases (EYFS – KS4) to provide progression and expectations throughout the curriculum. In KS3 English, similar texts are used for their first unit in Year 7 to create consistency across KS2 and KS3.

Monitoring and Evaluating

We regularly evaluate the effectiveness of our transition process through feedback from parents, teachers, and pupils. Based on feedback and data, we make adjustments and improvements to our transition policy and practices.

Communication

We maintain open and transparent communication with parents and guardians throughout the transition process, providing updates on important dates and events. Communication continues when the term starts in order to build confidence between staff, pupils and parents.

Parents are invited to parents' evenings as well as Year 7 and Reception open days. Tours are also conducted for prospective parents.

Resources

We offer guides and resources for parents to support their children's transition both academically and emotionally on our school website. Resources are as follows:

- Curriculum booklet where routines and timetables are outlined
- English and maths overviews for all year groups
- Homework support
- Trips and experiences overview

Conclusion

At The Royal School Wolverhampton, we are committed to ensuring that every student experiences a successful transition and a positive start to their new journey. The well-being and growth of our pupils is the main focus in order for every child to feel confident, valued and ready to embrace the exciting new challenges of a new year. By fostering strong partnerships between staff, students and parents, we aim to create a nurturing environment that promotes academic success, personal development and an enthusiasm towards learning. As a partnership, we will empower young learners to embark on new chapters with optimism and enthusiasm.

Review of Policy

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Policy Reviewed: