

Transition Policy

Policy written November 2020 – Review date November 2024

1.0 **Introduction**

1.1 Pupils at Bradford Christian School make several transitions;

- Into the Foundation Stage
- From Foundation Stage to primary (Year 1-4)
- From Year 4 into middle school (Year 5 -8)
- From middle school to upper school (years 9 -11).
- In and out of the AP - From mainstream into AP and AP into mainstream
- from Acorns to Oak

1.2 Each of these transitions is a unique phase which has its own challenges and expectations. We believe it is essential that pupils and their parents / guardians make these transitions within the context of the 'Every Child Matters' principles enabling a smooth and successful transition that contributes to the positive learning experience of the child.

2.0 **Aims**

2.1 Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change.
- A successful attitude and ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant parties.
- Access to appropriate high quality resources.
- Effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- Opportunity to develop faith through coping with new challenges.
- Appropriately challenging learning experiences from the start of their receiving phase.

3.0 **Monitoring & Evaluation**

3.1 The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant pupils.

3.2 The effectiveness of the transition phases are monitored and evaluated by the SLT.

3.3 Views of Parents and Pupils regarding transition arrangements are acquired and analysed via questionnaires completed during each academic year.

4.0 **Procedures for Transition into the Foundation Stage**

4.1 **November**

- Community Open Morning for prospective parents, tour of the school, introduction to Foundation Stage Staff and learning areas
- OFSTED reports and application forms given out.

4.2 **June**

- Allocated Parents Open Meeting
- Meetings with all new nursery and reception parents before starting outline vision and mission, Introduce staff & highlight basic procedures / entry arrangements explaining contents of Parent pack. .
- Questions and refreshments and introduction to classroom area.

4.3 **July** – Foundation Stage Leader Visits

- Visit to the relevant local nurseries/ settings which the new entrants have been attending. Acquire the documentation and records pertaining to the new entrants

- Establish a relationship and understanding of the contexts and provision the new entry pupils have experienced identifying strengths and gaps in prior provision.

4.4 **Summer term –**

- taster days for new children on transition day. Parents visit the school and have tea & coffee in the dining room whilst new pupils spend time in the class room with the reception teacher and nursery nurse.
- Pay particular attention to SEN, Looked After, EAL & Medical issues of new pupils informing the SENCO and First Aid
- Staff available to discuss issues pertaining to new entrants.

4.5 July - Invitation to family social event.

4.6 September - Staged entry of new pupils over a week

4.7 **Pastoral Care** - The importance of pupils and parents having strong friendships with staff is a key focus. Staff are available before and after every day. School operates an open door policy and communicates regularly with parents through newsletters, parent notice board and the school website.

Pastoral Care. At home time pupils are passed to known parents / guardians one by one. It is the parent's responsibility to inform the class teacher of any changes to regular home time arrangements.

4.8 **Staffing** - Ratios of Staff to pupils are increased for the safety and welfare of the pupils. There is always more than one adult with the class. In the event of Staff absence unfamiliar supply staff are avoided and cover supervision using the school team of staff is organised

5.0 **Procedures for Transition into Primary**

5.1 **Familiarisation Visits** - The pupils from Reception class undergo several familiarisation visits whereby they spend time in Y1 with their receiving teacher. This is completed in July in preparation for September:

- They share assemblies in the hall.
- They eat lunch with primary from January
- Primary play leaders help them at lunch time play
- Year 1 and 2 children invited to share info with EYFS about Joy class

5.2 **The Team** - The Staff in Y1 and the Foundation Stage are time tabled such that they can spend time in both classes. This creates a team who are familiar with the procedures, practices and expectations in both the classes, thus ensuring smooth transition for the pupils. The Foundation Stage Leader meets with teachers in Y1 for 'transition time' to ensure that planning, expectations, learning environment and daily routines are in accordance with school early learning policy and appropriate for the age and stage of the children.

5.3 **End of Year Pupil Transition Data** : This document is completed by the foundation teacher in July and discussion time is provided for the relevant Staff to share the data which identifies groups of pupils for: intervention, EAL, SEN, EM, Literacy, Numeracy, Science, Talents, Gifts & Medical needs.

5.4 **Assessment Data & Pupil Records:** The Foundation Stage Profile (FSP) data and e profile is shared with the Y1 Staff as some pupils continue to work within the FSP. The analysis of the data at the end of the year is discussed identifying pupils needs and expectations including achievement trends of particular groups of pupils.

5.5 **Areas for Learning:** The Y1 Staff liaise with EYFS about 'Areas for Learning' plan outlining the directed play opportunities and independent learning tasks designated for the week. This approach is designed to ensure continuity of the learning styles from the Foundation Stage into Y1.

5.6 **Outdoor Play:** The Outdoor Play area is shared between the Foundation Stage and Y1. The time tabled allocations allow Y1 outdoor provision in keeping with the FS curriculum.

5.7 **Observation** : The Foundation Stage teacher observes a number of lessons in Y1 each year ensuring that the quality of Learning and teaching is monitored and the learning approaches compliment the Foundation Stage ethos.

5.8 **Pastoral Care:** At home time pupils are passed to known parents / guardians one by one. It is the parent's responsibility to inform the class teacher of any changes to regular home time arrangements.

5.9 Parental Meetings/contact:

- Parent 'catch up' meetings in playground
- Meet the teacher in the first couple of weeks (could be at the end of EYFS if teacher is staying)
- Tea and meet teachers at end of term
- Letters to parents to welcome into new class

6.0 Primary into Middle School

Task	Aim	Document	Time Deadline
<p>1. Middle school team to meet with Ruth et al to pass on social and anecdotal information to inform new staff about students.</p> <p>2. Head of Middle to spend some time on a regular basis in Class 3 in summer term prior to transition</p> <p>3. Year 5 &6 Students prepare a magazine for new students to read from students' point of view.</p> <p>4. create an induction day programme which includes using students Year 5-7 as hosts.</p> <p>5. Host an information evening on the same day as the induction day to present the distinctives of Middle School.</p> <p>6. Provide an information pack which covers all aspects of coming into Middle School.</p>	<p>1. Middle school teachers receive incidental information from class teachers to help them prepare to receive students.</p> <p>2. For the head of middle to become familiar with pupils as part of preparing to receive new students into Middle school.</p> <p>3. For current students to take ownership and contribute to the transition of their younger peers.</p> <p>4. To welcome and orientate new students into Middle School; give information, answer questions and help students prepare practically and emotionally for their transition.</p> <p>5. To welcome and orientate new parents into Middle School; give information, answer questions and inform parents so that they may play their part in their preparation practically and emotionally for their transition.</p> <p>6.To give parents a written document they can refer to in</p>	<p>See class teacher's transfer notes</p> <p>See Welcome to Middle School' Student guide</p> <p>See Induction day programme</p> <p>See Welcome to Middle School; a parent's guide. See log of meetings [please note that we emphasize an 'open door' policy in this first half term especially.</p>	<p>first week in June.</p> <p>Summer 2 PM to teach some English in Class 3</p> <p>ST to compile the magazine at the beginning of Summer 2</p> <p>Staff to plan with students early Summer 2</p> <p>Induction day is usually set for the first Thursday in July</p> <p>Staff to update material early in Summer 2</p> <p>Agree and complete by second week in June</p>

7. parent 'catch up' meeting at the end of the first half term	relation to their child' transition to Middle school. 7.To give parents the opportunity to meet with SLT/form tutor to discuss/express concerns on their child's early transit upon experiences.		Last week in Autumn 1
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7.0 Transition: into Upper from **Middle**

Task	Aim	Document	Time Deadline
<p>1. Y8 to Y9 Options Evening in Feb of Y8</p> <p>2. Clarity of expectations clearly rise from Y8 to Y9</p> <p>3. Greater maturity expectations</p>	<p>To make students and parents aware of courses available to Upper School, and also guidance of pathway range of GCSE.</p> <p>Y8 students to have a taste of US courses, particularly BCS courses</p> <p>AP already use end of Y8 to ensure students can engage in mainstream lessons, but also should consider inviting AP parents to this meeting and taster</p> <p>Y8 joining a Y9Y10 class get an accelerated start to US by being modelled to, & led by Y10. This is both in lessons, but also around school</p>	<p>Options Booklet for following Sept</p> <p>Y8 to Y9 Options Meeting for following Sept</p> <p>Options Evening Invite Y9 for following Sept</p> <p>Written into Students individual files/Student Passports.</p>	<p>Docs created , need updating in January annually</p> <p>Feb annually</p> <p>Agreed transition plans for each student will be actioned across Summer 2 Term.</p>

<p>4. International trips (Berlin one year, Holland the next)</p>	<p>Y9 are junior leaders in Forum Groups, and will step further into leadership in Y10</p> <p>A change in uniform seen as more adult and has status - AP benefit here as well.</p> <p>Non uniform day and leaving site on Fridays</p> <p>CP, Assembly and class devotions intentionally expect a higher level of maturity in discussion of sensitive topics.</p> <p>For some this is a first international trip and for many the first on their own, requiring significant steps in maturity.</p> <p>Consider reintroducing mission trips</p>	<p>Uniform Policy</p> <p>CP Curriculum and US Assembly</p> <p>Residential letters</p>	
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8.0 Transition into the AP

Task	Aim	Document	Time Deadline
<p>1) Transition from Primary into Acorns Class AP - Primary teachers meet with Sharon, Jacquey, Ebony and Stacy.</p> <p>2) Head of AP to spend time observing transitioning students during the Summer term.</p> <p>3) AP Head and Class Teacher to meet with Parents/Carers of transitioning students.</p> <p>4) AP Head and Head to consult on Year 7 students that the LA are seeking September placements for.</p> <p>5) AP Head meets with Teachers working with AP class students in mainstream Year 8 to discuss the</p>	<p>1) Pass on information such as current academic levels, any relevant information regarding a student's needs, Cognition & Learning, Communication & Interaction, SEMH, Sensory & Physical needs.</p> <p>2) Head of AP to become familiar with the transitioning students needs in order to prepare for them to transition successfully into the AP.</p> <p>3) Parents/Carers are able to meet new staff who will be working with their child, view the AP provision and ask any questions they may have.</p> <p>4) AP Head and Deputy are able to assess whether possible new students' needs can be met by the AP, which class they would need a place in. Acorn and Oak Class for students working significantly below Age Related Expectations.</p> <p>5) To agree on a suitable package of GCSE's and BCS courses that are appropriate to each individual student's learning capabilities. This is</p>	<p>1) Class teachers transfer Notes.</p> <p>2) Prepare an agreed individualised Transition plan for each student with Staff and Parents/Carers.</p> <p>3) Give Parents/Carers the AP Transition Booklet.</p> <p>4) Response through Galaxkey to the LA informing of the decision to accept or not.</p> <p>5) Notes put in place on students' individual file/recorded on the</p>	<p>End of Summer 1 Term.</p> <p>Action transition plan across Summer 2 Term.</p> <p>Summer 1 Term.</p> <p>14 days to complete consultation and inform LA of the decision.</p> <p>Spring 2 Term discussion with AP Head and Teachers re students pathways for GCSE.</p>

transition plan for moving into year 9 GCSE classes.	also agreed in conjunction with the student and their Parents/Carers. Parents/Carers invited to the Y9 Options evening in school.	students Annual Review paperwork and sent to the LA. Students/Parents/Carers will have the Y9 options booklet given to them.	Discussion with Parents/Carers/Students at Annual Review. Appropriate pathways agreed with AP Head/Teachers /Students/Parents/Carers by Summer 1 Term.
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9.0 Transition out of the AP to the next step in education.

Task	Aim	Document	Time Deadline
1. See Careers programme	To ensure students are aware of who they are, what they might be called to , and how to get from here to there via a range of activities during US CP lessons across US. AP Upper students access CP as part of their agreed pathway. They also complete Careers Modules as part of ASDAN Preparing for Adulthood program as part of their AP pathway.	Careers Policy https://drive.google.com/drive/search?q=work%20experience CP in Curriculum Cohesion Teaching materials to be completed. ASDAN Preparing for Adulthood curriculum. This is written in their individual files.	Established
2.Work Experience	Established for early Nov of Y10 self-sourcing placements by parents AP students are supported to access work experience placements where appropriate to their needs. Some students will have supported work placement days facilitated by the AP Careers/Work Experience Coordinator.	All AP students with an EHCP will have their next steps documented in their Annual Review - Preparing for Adulthood from yr 9 onwards. Students in the AP without an EHCP will receive a bespoke plan written by the AP Head/AP Careers/Work Experience Coordinator. This will	Work experience/Work taster placements can take place throughout yr 10/11 dependent upon Students individual needs. Developed from yr 9 as an ongoing process.

3. Ensuring a clear post 16 pathway	To support each AP student individually to find their most appropriate next steps pathway. To liaise with Students/Parents/Carers to look at the most suitable options available dependent upon their bespoke needs and learning levels. To work with Sixth Forms and Colleges to find the most appropriate courses and SEND provision for each Students individual needs.	have been developed in conjunction with the Student/Parents/Carers/Next Setting.	
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10.0 Transition out of Upper to next step in education.


Task	Aim	Document	Time Deadline
1) See Careers programme	To ensure students are aware of who they are, what they might be called to , and how to get from here to there via a range of activities during US CP lessons across US	Careers Policy https://drive.google.com/drive/search?q=work%20experience CP in Curriculum Cohesion Teaching materials to be completed	Established Established Mar 2021
2) Work Experience	Established for early Nov of Y10 continue self sourcing by parents	CP in Y11	Mar 2021
6. 3) Ensuring a clear post 16 pathway	to ensure a match for each student giving good progress at GCSEs matching where they want to go next	Develop alumni data	Established Mar 2021

11.0 Transition: out of school before Y11

Task	Aim	Document	Time Deadline
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Respond to transitions during US	<p>For students leaving, already established expectation that the CP lesson will be used for others to affirm this student, and them to affirm the school.</p> <p>For students impacted by a student departure, refer to SST</p> <p>For students transitioning into US during US, clarity during enrolment process about expectations, options, CAT test implications, and designated buddies. Review after a month</p> <p>Consider part time and fixed term with review enrolments into US</p>	<p>Based on David Pollock RAFT materials</p> <p>US Transition review doc</p>	Dec 2020
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12.0 This policy was first written in November 2020 and is reviewed every two years, this latest review being completed in **January 2023**

Formally agreed through SLT compliance:	5th January 2023
Signed Jane Prothero – Head Teacher	
Review Date:	November 2024

Staff Input For Transitional Improvement

Transition: into Primary from EYFS

- Christmas play together
- Year 1s losing friends and gaining new - focus on 1s into 2 and 3's into 4
- Sending newbies back into EYFS from year 1 in first half term - keep relationship alive
- Y3 4 play leaders in EYFS
- EYFS teachers with Year 1 and 2 teachers
- 1 and 2 with 3 and 4
- 3 and 4 with 5 and 6

What are the reasons for losing pupils during or at the end of EYFS; and what can be done to ameliorate this?

- When funding runs out
- Location - move further away
- Some come for free place and stay
- Some come back if alternatives don't work out
- EY Log continuous, parents may see more and be persuaded to belong, be involved etc, continue into year 1 with characteristics of effective learning
- Ella interventions using EY Log
- Send topic maps out each half term, with summer holiday tasks - web page
- FB list updated and social media refreshed

What are the reasons for losing pupils during or at the end Middle; and what can be done to ameliorate this?

- Parents move their children at the end of Year 6 to access Secondary education.
 - Sell middle school and upper school.
 - share on a regular basis the achievements and experiences of students in middle school through facebook.
 - celebrate residential with a parent breakfast led by students.
 - preview and review educational value and experiences of middle school topics by inviting parents into see what students have experienced and achieved in school.
 - monitor academic standards especially in the year between Year 4 and Year 5.
 - STRETCH classes for students at key stages in the year to move them from one grade boundary to the next.
 - Share the end results of the school in terms of GCSE passes.
 - share testimonies of students' families who have stayed with the school through to the end of Year 11.
 - offer bursaries where appropriate.

Points raised in Secondary and AP meeting

- Can staff see the P to M transition docs that we share with parents
- One staff parent commented that this year's transition was better than previous years
- For this year's transition Form Tutor role has been significant in improved outcomes
- Students in Y4 think it's a big thing moving into MS

- Leavers assembly is a useful event as part of Transition week
- Upcoming Y5 being buddied with Y6 has been positive
- Intentional focus on SEN student's needs moving from Y4 to Y5 through SST.
- Having a dedicated Y5/6 classroom has been positive
- Children who leave maybe the more aspirational who think they can achieve better, or have more choice, elsewhere
- Bar Mitzvah needs a mention as transitioning into more young adulthood
- Y7+ staff lose contact with parents as there is not the daily handover and pick up

What are the reasons for losing pupils during Upper and what can be done to ameliorate losing pupils?

Points raised in Secondary and AP meeting

- We could prioritise giving MS students a taste of US courses, particularly BCS courses. Adopted
- As a through school we could do more transition that a typical day for Primary to Secondary elsewhere. Considered
- How do we support students who are still at BCS after friends leave. Adopted
- Should we look at whether to consider some enrolments as more temporary than others as this can impact the remaining class. Adopted
- Do we come across as too pastoral and not emphasise the academic outcomes of alumni - pictures and story in the entrance hall? Jane to consider
- Also, we get overwhelmingly positive feedback from sixth forms about the learning behaviours of our students. Noted
- Are we more likely to attract students with a vulnerable background. Noted
- Our USP is our faith position, so we should be more overt and intentional about this. Noted
- Could we consider Open Evenings as well as Open Days. Considered
- Do we do mini mission visits to local schools, and also mission trips. Adopted
- Sometimes the students does not want to leave, but parents do either around fees or other. Noted
- Should we ask staff to promote their subjects to parents in Y8 to Y9 Options Meeting. Considered
- Should we invite Y8 AP parents of students who might be able to take GCSE courses. Adopted

Points raised in Secondary and AP meeting

- Could we promote Cedar parents attending Parents Evenings?
- Cedar students joining GCSE classes are given a taster very much based on individual needs
- How do we better support parents whose student needs are better met in the AP than mainstream
- Supporting students leaving AP at end of Y11 is very individual