



Pilgrims School

Transition Policy

June 2022

Next review date: June 2023

Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.

Also refer to: A,G&T Policy, SEND Policy & Admissions Policy

We provide a firm foundation on which we can build future academic, social and emotional successes. The key to this is ensuring continuity between all rooms and year groups, ensuring the children's social, emotional and educational needs are addressed appropriately.

Defining the Terms

In this policy 'TRANSITION' describes the movement that takes place from one setting (including the home and other providers, and different year groups) to another. It is defined as the process where policy and practice have been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Aims for the Policy

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning is maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. There are clear guidelines for pupils with learning difficulties during this transitional period.

Principles That Underpin the Policy

- approaches to teaching and learning are harmonised at the point of transition
- planning is based upon assessment information from the previous class / setting as well as teachers own judgments
- styles of teaching and learning meet the needs of the children and are not pre-conceived
- notions of what is appropriate for the next phase / Key stage
- there is a professional regard for the information from the previous setting / phase
- children are able to enjoy new approaches at transition
- transition motivates and challenges children
- staff allocation gives particular attention to the particular needs of the children

Continuity of practice

At Pilgrims we use the following processes:

Whole School – Pupil Record Sheet and End of Year Procedures

- When a pupil joins Pilgrims a 'Pupil Record 'is created on ISAMS by the office containing child, parent and collection details, along with consent information for photos, sunscreen and trips. This is updated throughout the year and is accessed by all keyworkers/teachers.
- Children's Records: End of Year Procedure (Appendix 1) is followed by all staff
- **ISAMS** - ALL Internal Transition forms have an area to indicate whether a child has any information saved on ISAMS related to medical/pastoral/behaviour and these will be highlighted to show the staff receiving the child that there are records that need their attention.

Little Pilgrims and Kindergarten – Annual movement between rooms

- During the summer term parents are invited to attend a transition evening. Parents starting in Little Pilgrims for the new term are included
- All children have an internal transfer of information form (Appendix). This is completed by the key person and moves with the child through Little Pilgrims, Kindergarten and into Pre School.
- The Key person takes their children on several visits to the next room the term before they are due to move
- At the end of the summer term a booklet will be given to each parent stating the room their child will be going to, the Room Leader, their child's Key Person and other staff who will be in that room
- Room leaders meet to discuss the children that are moving on to the next room

Transition from Kindergarten to Pre School

- Children visit Pre School several times during the summer term
- Pre School staff visit the Kindergarten rooms during the summer term to meet the children
- Some children attend 'All Change Morning' which takes place during the summer term. This will only be available to the children booked into the session on this day and those children who are new to the Pre School
- Parents are invited to attend an information evening in the summer term prior to their child starting in Pre School; an information pack is also given to parents
- In the autumn term parents are invited to attend a Pre School curriculum evening which explains how Phonics and handwriting are taught in Pre School along with other key curriculum information

Joining Little Pilgrims, Kindergarten or Pre School from home or another setting

- New children starting in LP, KG or Pre School are offered play visits. This can be one or as many as needed. During the play visit parents are asked to complete a 'Pupil Setting In' information form (Appendix 4). The information given on the questionnaire is designed to help the transition between home and Pilgrims.
- New parents are required to complete a medical and dietary form and consent forms for application of sun cream, short visits and consent for use of photographs
- New parents are invited to bring in any evidence or information from previous or other settings
- New children who are joining the Pre School are invited to attend 'All Change Day'

Staff Transition

- From time to time staff will move on and we aim to make the transition of staff as smooth as possible for the children
- We will inform parents as soon as possible of any changes in the staff team or changes in their child's Key Person
- If it is not possible for a new staff member to start as soon as the other staff member leaves an alternative Key Person will be allocated and introduced

Transition into Reception from Pilgrims Pre School

- Some children join in with the internal transition visits which take place during the summer term. Each Reception teacher will visit preschool to teach a short session and also attend a play session. This will only be available to the children booked into the sessions on these days
- All children attend 'All Change Morning' in the summer term to visit their new teacher, HLTA and classroom
- The Pre School Teacher and Manager work with the rest of the Pre School team to decide on class allocations for Reception in the summer term. They look carefully at the social and academic needs of the children as well as age, gender and behaviour
- Pre School staff will meet with Reception teachers for a 'Handover Meeting.' This is an opportunity for staff to share observations of the children and discuss any particular needs the children have, before the children begin in Reception
- Internal transition forms are completed and handed to the new class teacher (Appendix 4)
- Pre School Key Persons pass on each child's reading record (if applicable).
- Children complete the 'Working Together' document with their parents over the summer holidays before starting Reception and hand to their new teacher at the start of the new term
- Parents are invited to attend the 'Reception Information Evening' in the summer term to discuss the transition process and the expectations of the Reception year
- Parents are invited to attend the Reception Phonic, Reading and Handwriting Evening (or a video recording of the evening) which is arranged to explain the teaching of these key areas of literacy at Pilgrims.

Parents are invited to 'Parent Tea' at the beginning of the academic year

Transition into Reception from home or another setting

- Individual tours are given to all incoming parents and children
- Children are invited to have play visits in Pre School with their cohort to become familiar with their new school and setting
- Whilst they are visiting they will be observed by the Head of Early Years
- All children attend 'All Change Morning' in the summer term to visit their new teacher, HLTA and classroom
- Parents are invited to attend the 'Reception Information Evening' in the summer term to discuss the transition process and the expectations of the Reception year
- In the autumn term the previous setting or school will be contacted to ask for the child's records to be sent to Pilgrims, if it has not already been received over the summer holidays
- Parents are invited to attend the Reception Phonic, Reading and Handwriting Evening (or a video recording of the evening) which is arranged to explain the teaching of these key areas of literacy at Pilgrims. Parents are invited to 'Parent Tea' at the beginning of the academic year
- Parents are invited to provide any additional information from home or other setting that they feel will be useful to the class teacher
- Children complete the 'Working Together' document with their parents over the summer holidays before starting Reception and hand to their new teacher at the start of the new term

Transition from Reception to Year 1

- All teaching staff and TAs visit each of the Reception classes to teach a lesson
- All children attend the 'All Change Morning' in the summer term to visit their new teacher and classroom
- Reception teaching staff will meet with Year 1 teachers for a 'Handover Meeting.' This is an opportunity for staff to share observations of the children and discuss any particular needs the children have, before the children begin in Reception
- Internal transition forms are completed and handed to the new class teacher (Appendix 5)
- Head of Reception passes on the whole year group EYFS scores to Head of Year One.
- Children complete the 'Little Jar of Me' with their parents over the summer holidays before starting Year 1
- Parents are invited to attend a Transition Information Evening in the summer term to discuss the transition process and the expectations of Year 1
- New parents are sent a link to a video of our Phonic, Reading and Handwriting Presentation which explains the teaching of these key areas of literacy at Pilgrims
- Parents are invited to 'Parent Tea' at the beginning of the academic year

Transition from Year 1 to Year 2

- All teaching staff and TAs visit each of the Year One classes to teach a lesson
- All children attend 'All Change Morning' in the summer term to visit their new teacher and classroom
- Teaching staff will meet with the teachers from the next year group for a 'Handover Meeting.' This is an opportunity for staff to share observations of the children and discuss any particular needs they have, before the children begin in Year 2
- Year One assessment Data from Summer Term Formal Assessments is passed to the Head of Year Two.
- Internal transition forms are completed and handed to the new class teacher (Appendix 6)
- Parents are invited to attend a Transition Information Evening in the summer term to discuss the transition process and the expectations of the year ahead
- Parents of Year 2 are invited to attend an information evening in the autumn to meet their teacher and gain information about the Year 2 residential visit. There is also an opportunity to meet a representative from the Harpur Trust Junior Schools so they can begin to make decisions about the child's future steps
- New parents are sent a link to a video of our Phonic, Reading and Handwriting Presentation which explains the teaching of these key areas of literacy at Pilgrims

SEND Transition

- Children who are identified as needing greater support with transition are shared with the SENDCo in the first half of Summer Term, where possible.
- Children are given more opportunities to visit their new room/classroom and teacher in informal ways. Short play visits for younger children or sharing good pieces of work/taking messages within the older year groups.
- Children having 1:1 have a short story time session with their new 1:1 for the new academic year. This will be done in a small group towards the end of the Summer term.
- Any children who will be having 1:1 support in September will have a short informal observation by their new 1:1 LSA.
- Parents of children in Reception identified as needing 1:1 academic support in Year One will have a meeting with their current Reception class teacher to look at how support sessions can help their child. Parents will be given details of the support sessions, costs and the sign up form for this so that these children can begin support immediately in September.
- Children in Year One beginning 1:1 support will have a short story time with their new 1:1 support teacher in a small group towards the end of the Summer term.
- Any relevant information/teaching strategies are shared for individual children during the teachers transition meetings.

Transition into KS1 from another setting

- Children have a half day visit in school with their cohort to become familiar with their new school and setting. Where possible this is with the Year Group Leader. Children will also meet with the Deputy Head to complete some informal assessments to help ensure the appropriate class is allocated to them
- All children attend an 'All Change' Morning in the summer term to visit their new teacher and classroom
- Children complete the 'The Little Jar of Me' activity with their parents over the summer holidays before starting Year 1
- Parents are invited to attend a Transition Information Evening in the summer term to discuss the transition process and the expectations of the year ahead
- Parents are invited to attend a Phonic, Reading and Handwriting Evening which is arranged to explain the teaching of these key areas of literacy at Pilgrims
- In the autumn term the previous setting or school will be contacted to ask for the child's records to be sent to Pilgrims, if it has not been received over the summer holidays

At Pilgrims we also understand that the transition to another school or setting is an important step in a child's education.

Transition from Little Pilgrims, Kindergarten, Pre School, Reception or KS1 to another setting mid year or end of year

- The child's journal, school books and reports are passed directly to the parents
- Formal records and copies of reports, IPPs and CHIPs are posted directly to the new school or setting along with an External Transfer form at the request of the new setting

Transition into Harpur Trust schools, or other schools at the end of Year 2

External Transfer forms are sent to schools (Appendix 8)

- Transition meetings are held between each of the Harpur Trust schools and the Year 2 and 3 teachers
- Where children are moving onto non-Harpur Trust schools a child's current class will try and meet with the child's new class teacher. Where this is not possible a telephone conversation may be organised as an alternative. The Pilgrims Special Needs Coordinator (SEND Co) meets with the SEND Co from the children's next schools in the summer term to discuss the children with Special Educational Needs (SEN). They will also provide them with up-to-date Individual Provision Plans (IPP's) and any other relevant documentation. Parental permission is required
- The Pilgrims Able, Gifted and Talented Co-ordinator (AG&T CO) provides the A,G&T Co at the feeder schools with up to date information from the school More able lists and registers. Parental permission is required

Safeguarding

When a child transfers to a new school or setting and records of child protection/welfare concerns have been kept, they must be sent to the receiving setting's Designated Safeguarding Lead as soon as possible. This is essential; as part of the transition process is to enable receiving settings to make appropriate safeguarding, risk management and resource decisions. When a child leaves our school, we will contact the receiving school to ensure they are registered and are attending school.

It is the responsibility of the transferring setting to ensure that records are sent to the receiving setting. However, when a child transfers to our school we will always seek to proactively ensure that child protection records have been received by sending out a letter from the Designated Safeguarding Lead.

Appendix 1 - CHILDREN'S RECORDS: END OF YEAR PROCEDURE

Children	Responsibility	Action	Pass to
New starters	KS	<ul style="list-style-type: none"> • ISAMS record created 	Relevant personnel Relevant personnel
LPs	Key Person / Room leader	<ul style="list-style-type: none"> • All relevant information passed up to next room on the internal transition form. Appendix 2 • Long term medical needs are passed to next room. 	Next room
End of LPs	LP Manager	<ul style="list-style-type: none"> • All relevant information passed up to Kindergarten • Parents consultation notes • Pass on Little Pilgrims' medical & dietary requirement list highlighting children transferring to Pre School <p>(Other paperwork to be shredded)</p>	Pre School Manager then extracts relevant paperwork to keep in Pre School.
End of KG	Key Person	In one plastic wallet: <ul style="list-style-type: none"> • All internal transition forms • All parent consultation notes and parent communications • 2 year development check • All end of year reports saved on system – teachers / Kindergarten / reports • Purple Form • Any areas of concern to be passed up via transition sheet and meetings with new teacher 	New Keyworker in PS

End of KG	KG Manager	<ul style="list-style-type: none"> • Transfers children's files • Pass on medical and dietary requirement list highlighting children transferring to Pre School <p>(Other paperwork to be shredded)</p>	Kindergarten Manager
End of Pre School	Pre School Manager & Key workers	<p>Collate children's records into relevant Reception class files as follows:</p> <p>All information received from KG in one plastic wallet plus Pre School:</p> <ul style="list-style-type: none"> • Internal transition forms, • Parent consultation notes and relevant parent communications • Purple Forms • All end of year reports saved on system – teachers / Pre School / reports <p>Reading Records</p> <p>(Other paperwork to be shredded)</p>	Relevant Reception teachers
		<p>Any areas of concern to be passed on via transition sheet and meetings with new teacher</p>	Reception class teacher
End of Rec	Reception class teachers	<p>Collate children's records into relevant Year 1 class files as follows:</p> <p>All internal transition forms and consultation notes from LPs/ Pre School in one plastic wallet plus Reception:</p> <ul style="list-style-type: none"> • Internal transition forms • Parent consultation notes • End of year report saved on system – teachers / Reports / Reception • Assessment forms <p>(All other assessments to be shredded)</p>	Relevant Year 1 teachers

		First of the Month book and reading record	
	Rec Yr Grp Leader	EYFS outcomes – Year group grid to each teacher	New class teachers and Headteacher and Deputy Head
	Year 1 Leader	Attend the summer term analysis meeting	
End of Year 1	Year 1 class teachers	<p>Collate children's records into relevant Year 2 class files as follows:</p> <p>All information received from LPs/ Pre School/ Reception in one plastic wallet plus Year One information as detailed below:</p> <ul style="list-style-type: none"> • Internal transition forms • Parent consultation notes and relevant parent communications • A &G+T and any SEN/Pastoral paperwork that is not on iSAMS information • Levelled unaided writing from year 1 • End of year report saved on system – teachers / Reports / Reception • Medical letters or changes i.e. hearing, eyesight, speech, dietary, etc <p>• Phonics Screening assessment and reading record (all other assessment booklets to be safely shredded)</p>	<p>Relevant Year 2 teachers</p> <p>Main school office has shredding bags</p>
	Year 2 Leader	Attend the summer term analysis meeting	

End of Year 2	Year 2 class teachers	<p>Collate children's records as follows:</p> <p>All information from LPs / Pre School / Reception / Year One and Year Two (excluding work books) as detailed below:</p> <ul style="list-style-type: none"> • Internal transition forms • Parent consultation notes and relevant parent communications • Last set of assessment scores to be saved on the system within Year group area for reference if needed. • End of year reports saved on system – teachers / reports / Year group <p>(all other paperwork and assessment booklets to be shredded)</p>	<p>Office team to file in main school office leavers files for one year prior to archiving.</p> <p>Main school office has shredding bags</p>
All leavers From yr 2	Relevant teachers	<p>All information to be labelled in one plastic wallet and given to office. Stored in Main School office and archive after one year. Shred after 6 years archive.</p> <p>Office Office team to collate Pupil File with documents passed up by Year 2 staff for storage. These should be in one plastic file. The following should be kept with all other paperwork shredded: Contract (signed T&C) Acceptance letters – signed my parents Ethnicity Form</p> <p>Medical forms if not on ISAMS 5+ Check form Any medical correspondence/reports <u>MEDICAL INFORMATION SHOULD BE FILED IN OWN PLASTIC WALLET</u> but kept with other forms.</p>	
Leavers + 1yr	KS	All files to be labelled and archived. shred after 6 years	

Leavers' SEN records	JM	All files to be labelled and archived. Kept for 25 years	
Leavers' Medical records	School Nurse	All files and bump notes to be labelled and archived. Kept for 25 years	

APPENDIX 2 – LITTLE PILGRIMS INTERNAL TRANSFER OF INFORMATION SHEETS – ONE PER ROOM

Internal Transition Form

Little Toddlers to Toddlers

Name			
Date of birth			
Key Person			
Attendance (no. of days/sessions)			Pilgrims Annual
Check iSams for further information about:	SEND	Pastoral	Medical or Dietary
Summary of dietary needs (e.g. vegetarian)			
Summary of medical needs (e.g. Epipen)			
Languages spoken at home			

Current info re: comforters	
Current sleep information	
Nappies and toilet training	
Additional information	

Internal Transition Form
Little Toddlers to Kindergarten

Name			
Date of birth			
Key Person			
Attendance (no. of days/sessions)			Pilgrims Annual
Check iSams for further information about:	SEND	Pastoral	Medical or Dietary
Summary of dietary needs (e.g. vegetarian)			
Summary of medical needs (e.g. Epipen)			
Languages spoken at home			

Current info re: comforters	
Current sleep information	
Nappies and toilet training	
Additional information	

Internal Transition Form
Toddlers to Kindergarten

Name			
Date of birth			
Key Person			
Attendance (no. of days/sessions)		Pilgrims Annual	
Check iSams for further information about:	SEND	Pastoral	Medical or Dietary
Summary of dietary needs (e.g. vegetarian)			
Summary of medical needs (e.g. Epipen)			
Languages spoken at home			

Current info re: comforters		
Current sleep information		
Nappies and toilet training		
Lift Off to Language?	yes	no
Additional information		

Internal Transition Form
Kindergarten to Pre School



Name			
Date of birth			
Key Person			
Attendance (no. of days/sessions)			Pilgrims Annual
Check iSams for further information about:	SEND	Pastoral	Medical or Dietary
Summary of dietary needs (e.g. vegetarian)			
Summary of medical needs (e.g. Epipen)			
Languages spoken at home			

Current info re: comforters		
Current sleep information		
Nappies and toilet training		
Lift Off to Language?	yes	no
Additional information		



APPENDIX 3 – LITTLE PILGRIMS' and PRE SCHOOL PUPIL SETTLING IN FORM

Kindergarten form used as example; Baby, Little Toddlers, Toddlers, Kindergarten and Pre School have their own version.

Does your child have any favourite toys, stories or activities?




Does your child have any medical conditions or allergies?



Does your child drink cow's milk?

YES	NO
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Does your child currently wear nappies?
If so, which size?

YES	NO	SIZE
-----	----	------

Are you happy for us to use Sudocrem?

YES	NO
-----	----




Does your child use a potty / toilet?

YES	NO
-----	----

Are you happy for us to use Asda Sensitive baby wipes?

YES	NO
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KINDERGARTEN: Settling-in questionnaire

This questionnaire will help us get to know your child to aid with their settling-in.

CHILD'S NAME:

DOB:



Preferred name: what name would you like written on their work/report?



Who lives in your house (including Grandparents and pets)?



Which language(s) is (are) spoken at home?



Who will be dropping-off and picking-up?



Does your child have any experience of another setting?



Does your child have a comforter (dummy, blanket, Teddy)?



Does your child nap during the day/at what time?



Which foods does your child like/dislike?

Which cutlery do they prefer?



Does your child have any dietary requirements?



Does your child have experience of swimming?



Does your child know any other children in Little Pilgrims?

Are there any big changes in your child's life, currently or in the future (new sibling / moving house)?



Is there any other information you would like to tell us about regarding your child which may be useful?



APPENDIX 4 – PRE SCHOOL TO RECEPTION INTERNAL TRANSFER OF INFORMATION SHEET

Pre School to Reception Transition	
Pupil Name	
Date of Birth	
Key Person	
ISAMS – Pastoral / Behaviour / Medical / SEND / AG&T	

Recognises own name		Counts aloud to	
Write own name using correctly formed letters	copied unaided	Recognises all numbers to.... (out of order)	
Sound Recognition	Less than 10 10-20 Most/all	Writes all numbers to..... (not copied)	
Forms handwriting shapes	l o	Any English / Numeracy Comments?	
Holds pencil correctly			
Has started reading or blending cards?	Reading Blending		
Reading Shelf			
No of sessions per week attended in Nursery			

	☺	☹	☹
Attitude to Learning			
Separates from parent			
Dresses independently			
Takes care of belongings			
Follows instructions			

SEN	G&T
Yes/No	Yes/No

General Comments – Personal attributes / keen interests / <u>any previous friendship separations?</u>

Class Teacher..... Date.....
June 2022

APPENDIX 5 – RECEPTION TO YEAR 1 INTERNAL TRANSFER OF INFORMATION SHEET

Reception to Year 1 Transition	
Pupil Name	
Date of Birth	
ISAMS – Pastoral / Behaviour / Medical / SEND / AG&T	

1: Emerging 2: Expected

English		Numeracy		Reading ELG	
Current Phonics Phase		Number Recognition to		Writing ELG	
Number of Key/Tricky Words		Numbers 0-9 Formed Correctly		Maths ELG	Number
Letters Formed Correctly	Joining All Some Few	Any English / Numeracy/Fine Motor Comment? Have they had weekly spellings?			
Reading Shelf					

	☺	☹	☹
Attitude to Learning			
Dresses independently			
Separates from parent			
Takes care of belongings			
Follows instructions			

SEN	Yes/No	G&T	Yes/No
<i>Recommended 1:1</i>			
<i>Attended Booster Group</i>			

General Comments – Personal attributes / keen interests / <u>any previous friendship separations?</u>

Class Teacher..... Date.....

APPENDIX 5 – YEAR 1 TO YEAR 2 INTERNAL TRANSFER OF INFORMATION SHEET

Year 1 to Year 2 Transition	
Pupil Name	
Date of Birth	
ISAMS – Pastoral / Behaviour / Medical / SEND / AG&T	

English/Numeracy		Academic – comments Fine motor / support / enrichment
Applies phonics to spelling in class	All Some Few	
Letters Formed Correctly in a cursive script	All Some Few	
Reading Shelf		
PITA Level Reading		
PITA Level Writing		
PITA Level Maths		

	😊	😐	☹️
Attitude to Learning			
Dresses independently			
Separates from parent			
Takes care of belongings			
Follows instructions			


SEN/Booster/OT/Lego/Sharks	Yes/No	G&T/Enrichment	Yes/No

General Comments – Personal attributes / keen interests / <u>any previous friendship separations?</u>

Class Teacher..... Date.....

Appendix 6 – External Transfer Form

EXTERNAL TRANSFER FORM



Child's full name:			
Date of birth:		Male/Female:	
Parent name(s)			
Transferring School: Pilgrims Pre Preparatory School Brickhill Drive Bedford MK41 7QZ D of E number: 822/6010		Receiving School:	
Current year:		Current Teacher:	
EAL	Yes	Home Language (if not English)	
	No		
SEN stage <small>(IEP / IBP attached, if applicable)</small>			
Able, Gifted & Talented <small>(ChIP, ChGP attached, if applicable)</small>			
Ethnic group (see overleaf)			
Attendance (% of half days attended in current school year)			
Assessments	English:	Reading	Writing
	Mathematics:		
Current reading book / stage:			
Completed by: <small>(name/date/position)</small>			

Other relevant information:	
Safeguarding	There are safeguarding concerns regarding this pupil NO <input type="checkbox"/> YES <input type="checkbox"/> If 'Yes', see details below: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> Mrs T Marquand Designated Safeguarding Lead

Additional documents attached: Tick, as appropriate

Latest report	
Latest parent evening consultation notes	
Copies of latest unaided writing assessment	

Signed: Date:

Mrs J Webster, Headteacher

Ethnic Groups

White	British	Indian
	Irish	Pakistani
	Traveller of Irish Heritage	Bangladeshi
	Gypsy/Roma	Any other Asian background
	Italian	Black or Black British
Mixed	White other	Caribbean
	White and Black Caribbean	African
	White and Black African	Chinese
	White and Asian	Any other ethnic background
	Any other mixed background	Prefer not to say