



Transition Policy

2025 - 2027



‘Every child who attends our school can expect, and will receive, an excellent standard of education - one that enables them to shine as individuals, make a positive contribution and reach their full potential. ‘

In line with our Vision and Values, at Normanton Common Primary Academy, we endeavour to ensure a smooth transition for pupils, whether this be between year groups, on entry from other nurseries and preschool, on exit from our school to their secondary school or to their new school should they move midyear.

Children need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition. Teachers and support staff recognise the importance of passing on information in a timely manner, to ensure time to discuss and plan for the needs of new pupils.

Effective and well-planned transition enables children to feel safe and secure, parents & carers to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships in order to ensure that children make good progress during their time at Normanton Common Primary Academy (NCPA).

A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, whatever stage they may start their school life at Normanton Common Primary Academy. Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (school and home) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their infant school journey in Year 2.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. Good transition should help to eliminate, and certainly reduce, any 'learning dip' sometimes seen in September, perceived by many to be caused by the long summer holiday. Autumn term 1 assessments should generally, bar exceptional cases, fall in line with the Summer 2 assessments previously made. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress. Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous teacher, new teacher, SENDCo etc) to identify these children at risk and quickly put into place rapid and effective intervention to close the gap.

Transition Policy – Aims

- Effective Communication

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

- Parental Involvement

To ensure home/school communication channels are strong and parental engagement is high.

- Continuity and Progression

To ensure there is secure continuity and monitored progression in order to maximise learning potential.

- Induction

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

In order to ensure we are meeting these aims we will:

- Make early contact with parents new to school - as soon as Wakefield Metropolitan District Council confirm transfer information.
- Ensure Parents and Carers have access to comprehensive information including details about school registration, data protection, procedures, school lunches including FSM, school uniform, PTA.
- Offer all children and parents the chance to visit the school, look around and meet their teacher prior to their first day.
- Invite Parents and Carers of children in the earliest years to a parent meeting in the half term before they start/move year groups. The meeting clearly outlines the social, emotional and academic expectations of each year.
- Offer Parents and Carers of children in EYFS, or those with additional needs a home visit.
- Offer visits to children attending other pre-schools in their current setting before starting Reception.
- Offer children joining nursery group visits in the term before they start and one to one parent meetings at periodically. These are opportunities for parents to talk to the class teacher and child to visit class and meet staff.
- Offer children new to school (nursery) staggered and flexible start dates and ideally wherever possible offer flexibility to attend partial sessions in first few weeks.
- Whole school transition day – new classes meet their new teachers and parents are informed of their child's new class teacher.
- All teachers engage in professional dialogue during handover transition meetings and all relevant summative assessments and next steps are passed onto new class teacher.
- Maths and Literacy books are passed onto new class teacher and held until Christmas.

- Informal 'meet the teacher' drop in sessions and 'learning journey sessions' so that parents have the chance to meet new teachers and review their child(ren)'s work.
- School SENCo/Early Intervention/Family Support involved at the earliest opportunity to support vulnerable children and families.

Early Years Transition

New to Nursery

- School Nursery tours offered by Headteacher prior to application
- Parent Meeting and school tour
- Group visit to Nursery
- One to one visit to Nursery
- Home visit if requested
- Flexible start dates (with further visits arranged first if required)
- Stay and play at drop off if required
- Later drop off/Early pick up arranged if required

New to Reception

- 'Starting School' Tour offered by Headteacher prior to applications
- Parent Meeting and school tour
- One to one visit to Reception
- Home visit if requested
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- EYFS assessment, class teacher reports and learning journals passed on
- Normanton Common Primary Academy - regular classroom visits term before, regular teacher swap for stories term before
- Other Nursery – EYFS staff member visits current pre-school setting where possible
- Not attending Nursery – parents telephoned and offered a home visit

NCPA – Pupils moving from

Nursery to alternate Reception provision

- New teachers welcome to visit child in situ – new schools make contact with us to arrange this
 - Children released from Nursery session to visit new school
 - Small groups with focus on transition
 - EYFS assessment, class teacher reports and learning journals passed on via School Office
- Nursery teacher/EYFS available to speak to new teacher

Starting School - Deferrals

Parents can choose to defer their child's school place until the term after they turn five. If any parent wishes to defer their child's start at NCPA, they must make contact with the school in order to discuss this further. It is our

expectation that children who attend Normanton Common Primary Academy Nursery, and who are due to attend Normanton Common Primary Academy, will transfer to our Reception class at the start of the Autumn term. They may continue to attend part time if it is agreed this is best for the child.

EYFS/KS1 - Reception to Year One

- Year One teachers to observe learning in Reception (maths and literacy)
- Year One teachers to make regular drop-in and story visits to Reception classes
- Focus intervention groups to take place in Year One learning areas and/or with Year One adults
- Phonics assessments and moderation of book bands to be undertaken □
- Whole school transition morning
- Parent Meeting – What to expect in Year One
- Joint team meeting EYFS/KS1 moderation
- Previous teacher/new teacher professional conversation, notes shared with subject leader □
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- EYFSP results, class teacher reports, learning journals and writing books passed on
- Meet the teacher drop in, early September
- SENCo to be closely involved with transition of vulnerable children.
- Continued ongoing support throughout Autumn term.

Key Stage One and Two Transition

- Whole school transition morning.
- Previous teacher/new teacher professional conversation.
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September
- Year 2 teachers should be aware of previous results/attainment including EYFS and KS1/phonics as necessary
- Shared planning – last full week of summer term and first full week of autumn term
- Where possible previous teacher undertake drop-ins Autumn term and discuss children at team meeting □
Final assessments closely moderated with receiving teachers
- SENCo/safeguarding team closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and flagged up with new teachers.

KS2 to secondary school

- Managed by staff at destination secondary schools
- Secondary school staff encouraged to visit school
- Whole school swap day – Year 6 visit secondary school
- Parent Meeting or booklet and open day information – as provided

- Previous teacher/new teacher professional conversation
- SENCo to devise transition programme for vulnerable children
- Meeting with safeguarding leads
- Visits arrange for vulnerable children with school staff escorting as necessary  Transition of data

Transition In Year Transition In Year: New Starters

- Email from WMDC considered for place
- Via admissions committee via encrypted email, response yes/no
- Yes – WMDC inform family
- Family asked to contact the school to agree transition process.
- Send out in year reception letter and starter pack and invite to school to meet teacher at a convenient time.
- Parent and child one-to-one meeting with class teacher at school - complete 'starting school questionnaire', arrange classroom visit/s and home visits if necessary and agree start date (soft start, half day, lunch as required)
- Pupil files transfer – Senior Administrator contacts/chases school for info.

Transition In Year: Leavers

- Refer to Office checklist for process
- Senior Administrator passes request for all information to class teacher and SENDCo, via Head and back to Office.
- All school books, and other information including all written reports, to be filed into transfer file
- Final file check against required transfer list
- File passed back to office and file posted. (special delivery) If local hand delivered with signature.

Date	Review Date	Lead
September 2025	September 2027	C Walls