OUR LADY & ST. PHILOMENA'S
CATHOLIC PRIMARY SCHOOL

The Love of Christ Shines Here

Transition Policy

2026 – 2027

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'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.

Our mission is to ensure that all pupils fulfil their true potential, so that every child that leaves Our Lady and St Philomena's will do so with the best life chances. Our school values underpin all that we do within school and our work with parents, governors and outside agencies.

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. We recognise that pupils can be vulnerable at stages of transition and so we implement a range of strategies and activities to ensure a smooth and happy transition.

Pupils at Our Lady and St Philomena's Catholic Primary School may make several transitions as they move through the school including:

- Transition from home to EYFS
- Transition from Nursery to Reception
- Transition from EYFS to Year 1
- Transition from one class to another
- Transition from Year 6 to secondary school

Each of these transitions is unique with its own challenges and expectations.

Aims

- Make a happy transition from home to school and year group to year group
- Support all children towards independence and develop confidence and ability to cope with change
- Give pupils a clear understanding of the new expectations ahead of them
- Ensure that any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children who might be considered vulnerable
- Encourage all parents to be partners in their child's education
- Assist parents in helping their child prepare for school and transition to each new phase
- All children to transition safely

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and values. Measures are taken to ensure pupils with learning or access additional needs experience a similar ease of transfer as other pupils.

Principles that underpin the policy:

- All staff view transition as a process, and not an annual event, enabling the effective use of data and dialogue to underpin the start to each academic year
- Planning is based upon assessment information from the previous class/setting

- Styles of teaching and learning meet the needs of the children and 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
- Transition is transparent, safe and child-centred

Transition from Pre-School Settings / Home to Early Years Foundation Stage

Transition from home to our Nursery usually begins months before children enter our setting. We completely understand that this may be the first time a child has left their parent/carer and vice versa, so we carefully plan transitional activities to support all in their first experience at our school.

Activities include:

- Parents and their children are invited to look around our Nursery setting and ask questions. There are open mornings throughout the year and parents can also ring the school and make an appointment at any time.
- Welcome event in the summer term: children starting Nursery in September are invited into the Nursery with their parents to play in the Nursery environment, familiarising themselves with key staff and the environment.
- Stay and play: children are invited to come and spend some time in the Nursery with their parents.
- Staggered entry: we take a flexible approach settling the children into our Nursery, children may start at different times and for different amounts of time depending on the child's individual needs and time they take to settle. Procedures are in place and are individualised to each child.
- Settling in meeting: in October, parents are welcomed to come and meet with the Nursery teacher to discuss how their child has settled and their next steps as part of the whole school parents' evening.
- In line with the current framework, we no longer maintain online Learning Journeys for each child. Instead, the Key Person and Nursery staff support and monitor your child's interests, development, and progress through high-quality daily interactions using the ShREC approach alongside key assessments, keeping parents and carers updated through regular discussions. We continue to encourage families to share updates and milestones from home to support a smooth transition to school.
- Information from pre-school settings is shared with Nursery staff.
- Our school SENDCo will work in partnership with families before the child starts our Nursery to discuss any special educational needs, disabilities or medical needs. We collect information at point of entry about any other professionals who are involved with the child and family. We seek written Parent/Carer permission to work with other professionals before entry to ensure our Nursery is ready to meet the child's individual needs. We work with Parents/Carers as equal partners with, for example, Individual Pupil Profiles, or EHATs. Professionals who

support individual children, such as Speech and Language Therapists, are able to do so in our Nursery, where the child may be more settled and confident.

Transition from Nursery to Reception

We recognise that for children moving from Nursery to Reception is a big transition as it is a time for many changes. For some this will be their first time being in school all day, having lunch in a hall, being in a different classroom etc.

To ensure that there is a smooth transition and children enjoy and look forward to coming to Reception, many planned activities are in place:

- Parents and their children are invited to look around our Reception/EYFS setting and ask questions. Families can ring the school and make an appointment at any time to view the school either during, or just after the school day.
- Applying for a place in Reception: our Nursery parents are supported and informed of the closing date for applications, and procedures in applying for a Reception place for their child.
- Collaborative meeting - Practitioners from PVI Nursery settings that have children coming to Bour Lady & St Philomena's from their Nurseries are invited to a meeting where they can share information about their children with the EYFS Phase leader (organised by School Improvement Liverpool and with parental consent).
- Information from pre-school settings is shared with Reception staff (with parental consent). SIL EYFS Transition forms are completed by pre-school setting and given to EYFS lead to share with EYFS team and senior team as necessary.
- Welcome meeting/transition stay and play: in the summer term before the children start Reception, parents/carers and children are invited to a Stay and Play session. This gives families the opportunity to explore the new classroom and learning environment, ask questions, and meet the Reception class teacher and teaching assistant. During this session, parents/carers are given an information pack containing everything they need to know about joining our school and starting Reception. Following this, in September before the children officially start, all families are invited to a 1:1 appointment with staff to discuss their child individually and ensure a smooth transition into school.
- Staggered entry: to ensure a smooth and supportive transition into Reception, children begin with a staggered timetable. For the first three days, children attend either a morning or an afternoon session. On the fourth and fifth days, all children attend together and stay until 1pm, which includes staying for lunch. From the following week, children are invited to attend full days, unless specific arrangements have been made for children who require a longer transition into full-time school.
- Settling in meeting: in October there is a Parents' Evening, parents are welcomed to come and meet with the Reception teachers to discuss how their child has settled and their next steps.
- In line with our best practice, Reception staff foster each child's interests, communication, and development through responsive, high-quality interactions guided by the ShREC approach, rather than maintaining traditional online Learning Journeys. We use ClassDojo to keep parents and carers connected with their child's learning and progress, and we strongly encourage families to engage and share achievements or updates from home via ClassDojo.

- Our school SENDCo will work in partnership with families before the child starts Reception to discuss any special educational needs, disabilities or medical needs. We collect information at point of entry about any other professionals who are involved with the child and family. We seek written Parent/Carer permission to work with other professionals before entry to ensure our Reception is ready to meet the child's individual needs. We work with Parents/Carers as equal partners with, for example, Individual Pupil Profiles, or EHATs. Professionals who support individual children, such as Speech and Language Therapists, are able to do so in our school, where the child may be more settled and confident.
- Our school Nursery and Reception teachers and support staff meet in summer term to discuss all individual children.

Transition from Reception / Early Years Foundation Stage to Year 1

We aim to ensure that learning experiences in Year 1 build on the practical approaches and structured play in Reception. Involving subject leaders and the SENDCo enables curricular continuity from the Foundation Stage to Year 1.

The Year 1 curriculum at Our Lady and St Philomena's aims to build on and extend the experiences children have had during the Foundation Stage, offering a creative, hands-on method of teaching and learning. The Year 1 classrooms and outdoor areas foster opportunities for continuous provision. Although Year 1 is the first year the National Curriculum is followed, we continue to develop the independent learning skills established during the Early Years Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before the children move from the Foundation Stage into Key Stage One, teaching staff meet to discuss the children's progress. Reception teachers inform the future teacher of the child's current attainment, any special educational needs, medical needs, and any other information relevant to the well-being and development of the child.

Information passed onto Year 1 teachers also includes:

- Phonic tracking assessments
- Reading attainment
- Writing attainment
- Maths attainment
- Printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved.

This information is then used to group pupils, adjust / fine-tune the curriculum and set future targets or intervention groups. Links are made between Early Learning Goals (ELG's) and National Curriculum learning objectives.

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage. Teaching and learning is delivered in a creative and hands-on way to support the children's

transition. The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children, including learning and exploring outdoors.

Transition in subsequent years throughout the school

- Children are encouraged to share good work with the teacher of their next year group
- Teachers meet in summer term to discuss individual children
- Wherever possible, Summer term pupil progress review meetings are attended by both the current class teacher and the next class teacher, sharing curriculum priorities
- All children visit new classrooms and work alongside new teachers on Moving Up Day
- Annual tracking of children's progress through summative assessments in Reading, Writing and Mathematics, both from in-school assessments and statutory assessments, e.g. SATs. Data informs the next teacher of targets for the following year
- Teachers meet to discuss individual children's progress as they move from class to class
- Targets in Reading, Writing and Mathematics are continued over from July to September
- Books move with children to provide evidence of previous years' progress and targets
- Transfer of records, e.g. IEPs, tracking and assessment data (including for phonics as necessary) and attendance data

Children joining from Year 1 to Year 6

- Individual tours offered to all incoming parents and children, with the opportunity to meet the new class teacher and relevant support staff
- Parents receive a brochure with information about the school
- New children are assessed quickly by class teacher and/or SENDCo
- A 'buddy' is identified to help the new child quickly integrate
- Records from previous school make available to class teacher and SENDCo
- If the child has English as an additional language (EAL), specialist support from the EAL coordinator is available

Transition from Year 6 to Secondary School

The children transfer to a wide range of secondary schools at the end of Year 6 and over the years we have continued to work closely with all of these schools to develop the transition of children from Year 6 to Year 7.

Transition arrangements include:

- Information about Open Days and special outreach activities shared with children in both Year 5 and 6
- Teachers spend time with the Year 6 children to work with the children and discuss their thoughts and concerns ahead of transfer
- Formal meetings between the Year 6 teacher/s and classes and the Year 7 tutors or Head of Year from receiving secondary schools
- Year 6 teacher/s liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child, including attendance information

- Identified children, e.g. those with SEND, receive additional support before and after transition
- Transfer of records to secondary schools
- Year 6 children attend their prospective secondary schools for a Transition Day during the summer term
- Following all SIL advice on safeguarding transitions, our safeguarding lead contacts all schools in June to transfer information, followed by the transfer of all written information within 5 working days of the relevant children starting in the setting. All CPOMS information is sent electronically as the child arrives in their next setting

Transfer of Child Protection (Safeguarding) Information and Files from Our Lady and St Philomena's Catholic Primary School

Key principles - Our Lady and St Philomena's Catholic Primary School will:

- Schools and education settings must adhere to the statutory guidance in Keeping Children Safe in Education.
- Share information in a timely way is critical to effectively safeguarding children.
- Children are defined in law as being under 18 years old.
- When a child transfers to a new setting, the Designated Safeguarding Lead (Mrs Foreman) will arrange a handover meeting/discussion to enable the new setting make appropriate arrangements to support the child. This must take place prior to the child starting the new setting.
- The Designated Safeguarding Lead Mrs Foreman must ensure that the child protection (safeguarding) file is transferred securely **within 5 days** of the child starting their new placement.
- When safeguarding concerns about a child subsequently emerge and there are no previous records from another setting consideration should always be given to contacting the original setting.
- The Head teacher Mr Long will maintain oversight of the setting's arrangements.
- **The Safeguarding Lead is Mrs Foreman, contactable on 0151 525 8552. If he is not available, please ask to speak to Mr Long, the HT and DDSL/ Mrs Osborne, the Assistant Headteacher and DDSL for the school.**
- If these people are not available, please ask for any member of the safe guarding team.

Summary process for the transfer of child protection (safeguarding) information and files:

The handover meeting/discussion

- The Designated Safeguarding Lead of the original setting should arrange a handover meeting/discussion prior to the child starting in their new setting. This meeting/discussion will take place by the **25th June** prior to a planned start at the beginning of the Autumn Term.
- The original setting will confirm to the new setting the **safeguarding status and needs** of all children before they transfer. By the **25th June** the new setting should be informed as to whether there **are or are not** any safeguarding concerns for every child transferring
- During the handover meeting/discussion in advance of the child leaving, the Designated Safeguarding Lead of the original setting should share any information that is relevant to the new setting, and that will support the new setting to make arrangements to continue to support the child. This should include:
  - The current level of need (LAC, CP, CIN, Early Help, Level 1/monitoring)
  - A summary of the child's needs; current safeguarding concerns and any relevant context or historic concerns
  - Any other relevant information, including a current risk assessment, that could support transition planning
  - Name and contact details of the named social worker, lead practitioner, or other key professionals
  - Dates of forthcoming multi-agency meetings where joint attendance may be appropriate.
- Where the child's destination is not known and a handover meeting/discussion could not be arranged prior to the child leaving, it should take place as soon as possible thereafter. This should not delay the physical transfer of the child protection (safeguarding) file.

Transfer of child protection (safeguarding) file

- This record should include all open and closed multi-agency involvement and records of any safeguarding concerns that have not led to multi-agency involvement.
- The original setting should contact the new setting to confirm the child is now on roll and forward the child protection (safeguarding) file within 5 days of the confirmed start date. The file transfer should take place by the **8th September** in the Autumn Term.
- The child protection (safeguarding) file should be transferred securely and separately to the child's educational file.
- Where the file is transferred securely using an online management system (e.g. CPOMS, My Safeguarding etc) the original setting should ensure all additional documents including minutes to meetings are also transferred and that any historic paper records are also forwarded to the new setting.
- A receipt/confirmation of transfer should be obtained to evidence the handover of the file.