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# Glendale Primary School

**Transition Policy**

Children experience a number of transitions during, and between, their school years:

* Being taught by members of a teaching team
* Working with members of a Pupil Support Assistant team
* Moving from one stage to the next within P1-P7
* Moving from Early Years to P1 and from P7 to S1, or from one primary school to another.
* Moving from one Curriculum for Excellence level to the next

It is vital that no learning time is lost or important pastoral care or health information overlooked at any of these transitions. The key to effective transitions for children is detailed, accurate information being effectively shared, while ensuring that confidentiality is maintained when appropriate.

At Glendale, the planning, assessment and evaluation cycle aims to ensure that children’s learning is progressing apace and that our team teaching procedures in maths and language deliver highly differentiated programmes. In addition to the formal monitoring and feedback sessions outlined above, teaching teams meet regularly to plan language programmes for specific groups and to hand over to each other. Assessment of children’s work in language is often completed through collegiate working, leading to a better shared understanding of standards and of the next steps for individual children. This team teaching approach undeniably requires a high level of commitment and mutual respect from staff, but reaps great rewards for children and results in a stimulating professional environment where it is possible to keep learning from each other.

In maths, children may be taught within ability groups in their own class, or in sets in the middle and upper stages. It is the responsibility of Liz Laird HT to ensure that children are correctly placed in groups / sets and to bear this in mind for maths, language and social groups if re-classification is required.

Across the curriculum, the HT monitors assessment data for Curriculum for Excellence experiences and outcomes for every child and ensures this is passed to the next teacher at the start of each session. Term 4 evaluations form the basis of hand-on notes for teachers receiving their new class. They outline key starting points and next steps in learning, so that a year’s worth of day-to-day insight helps the next member of staff.

Twice a year, from P1 -P7, the children formally evaluate their own progress across the curriculum, their attitude to learning and what they can do to improve and ensure progress. The complexity of the evaluation content increases with the maturity of the children and forms a personal transition document in the child’s own voice when they transfer to secondary. In moments of doubt or difficulty it is encouraging physical proof of their journey in learning, written in their own words.

Each session, the children’s progress through a Curriculum for Excellence level and from one level to the next will be discussed and celebrated at whole school assemblies. This enables children to talk to each other about how they become more responsible for their own learning and how expectations increase as they develop.

In addition, the DHT writes hand-on notes for every child with additional support needs. These summarise referrals, assessment findings, next steps and any practical advice that may be useful. The DHT meets with individual class teachers to talk through these notes to ensure there is the opportunity for staff to ask any questions, including requests for further CPD or coaching in context from colleagues.

In term 4 our P7 children celebrate their achievements and receive practical and emotional support about transition. They aspire to future health and success through Triple A Day when they interview adults from a wide range of working environments and hear from Quarriers staff about mental and emotional wellbeing. They work with our Active Schools Co-ordinator on healthy lifestyle choices and complete their e profile.

For children with additional support needs coming to P1 and those leaving P7, Joan Dominy is the named school contact who will co-ordinate the transition with parents/ carers, child, education colleagues and other agencies.

Ensuring that the required 6 month transition planning for children with additional support needs from Early Years to P1 occurs, presents considerable challenges. Many Early Years establishments and parents /carers do not know where their children will be offered a primary place until a few months, or even weeks before the summer and a small minority of children still come to Glendale from local playgroups or having had no pre-school placement at all. Experience has shown that this latter group is disproportionately likely to have uninvestigated additional support needs.

Joan Dominy or a member of the P1 teaching team will visit or telephone all establishments sending children to Glendale. For children with additional support needs, Joan Dominy will attend any transition meeting to which she is invited by Early Years colleagues and will begin to form a supportive relationship with new families and deepen existing relationships with known families. Transition can be a stressful time for parents/carers and it is important that access to staff is easy and productive. This may involve the use of interpreters or our bilingual teacher to ensure parents/carers and school staff can communicate effectively. Our two day induction programme aims to give parents/carers as much information as they need and to allow them confidential access to senior staff to discuss any concerns and share information. It also gives the children an introduction to the building and some of the faces they will see in P1.

Planning for secondary transition for children with additional support needs begins in Primary 6, thus ensuring that more than one year’s planning is in place. It will always involve discussion with parent/carer and child about the intended choice of school and the challenges that transition may present. It may also include requests for up-date assessment from the Educational Psychologist or health colleagues. Joan Dominy will arrange multi-agency meetings for these children and will complete any necessary paperwork in relation to possible buildings adjustments at secondary transfer. She will also liaise closely with secondary colleagues to discuss whether enhanced transition programmes would be helpful and to ensure that the necessary information has been given to allow a personal understanding of the additional support needs of the individual child.

Transition to secondary can be very stressful for children and parents/ carers alike and it is an important role of the DHT to provide emotional and practical support at this time. This may include going with parents/carers to visit possible alternative placements, facilitating meetings within school for parents/carers and secondary colleagues and generally being available to listen to parents’/carers’ concerns and views as they reach important decisions for their child.