

# Bellsbank Primary School



## Transitions Policy

Date : Feb 2024

## 1. **Rationale**

Transitions are times of change; they are part of everyday life and take place from the earliest years. If transitions are well supported, children can learn to manage change in a positive way, which is a very important skill for life. Effective transitions can provide opportunities to help children develop self-worth, confidence and the capacity to be resilient in the process of dealing with change.

*“Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.”*

(Building the Curriculum 3: A framework for learning and teaching, p14.)

Effective transitions are necessary to ensure that all children and young people experience a coherent, whole curriculum, with smooth and well-paced progression through the experiences and outcomes.

Bellsbank Primary School is committed to plan, in partnership with others involved in learning, how we will enable our children to move smoothly from pre-school to primary, between stages within primary school and from primary school to secondary school, building on prior learning and achievement in a manner appropriate to the learning needs of the individual.

This includes liaison between establishments where children and young people change schools at times other than the 'standard' transitions.

## 2. **Aim**

It is our aim at Bellsbank Primary to ensure that changes and transitions are a positive experience for our children and to support them to manage change in their lives.

We hope to achieve this aim by:

- Promoting positive relationships with parents/carers and working in partnership to support our children.
- Developing supportive pupil/staff relationships.
- The careful planning of the curriculum.
- Assessing, recording and sharing important information about each child's learning and achievements.
- Working in partnership together and with ECC Practitioners and Secondary School Staff.
- Involving other agencies where additional support is required.
- Ensuring staff, partners, parents/carers and pupils are aware of the policy and their role in making it successful.

### 3. Transition from Pre-School to Primary School

#### The Curriculum (Early Level)

Progress through the Curriculum for Excellence is indicated in curriculum levels. The Early Level spans pre-school years and Primary 1. It is vital therefore to support continuity and progression from pre-school to primary 1.

This will include:

- *documenting lines of development across the early level which describe progress in learning (particularly in literacy, numeracy and health & wellbeing).\**
- *developing a means of tracking and recording progress in learning, achievements and skills through pre-school and into primary. \**
- developing more active learning approaches in primary 1 and more responsive planning.
- sharing resources and teaching approaches/terminology (e.g. AiFL, 123 Magic, literacy curriculum, numeracy curriculum)

*\*Note: Work to manage and develop the documented lines of development and tracking and recording within ECCs is being progressed at an authority level.*

#### Transition Programme of Events & Activities

Throughout the pre-school year a number of activities and events are planned as part of the transition programme. These provide opportunities for building meaningful relationships between children, parents and staff. They are documented in the Transition Timetable (Section 6) and include:

- Visits by primary staff to ECC to meet children and parents.
- Visits by ECC staff, children and parents to Primary 1.
- ECC staff and children using the school hall
- Buddy systems between pre-school children/P1 with older children at primary school.
- Pre-school workshops with Child, Parents, Senior Early Years Worker and P1 Teacher.

The pre-school workshops are important as they support parents to develop a realistic and positive expectation of what happens in primary 1 including supporting an understanding of active approaches to learning.

### **Sharing information & documentation**

Early Years Key workers will support each child's transition by passing on important information for use in primary 1.

This includes:

- individual children's transition profiles providing a holistic picture of the child and tracking/progression in relation to the curriculum.
- children's individual plans, special books etc. to gain knowledge of their interests and skills. These will be referenced in school during term 1 of P1 and then sent home in October.
- All Additional Support Needs folders and information including:
  - Child's Plans,
  - Referrals to other agencies (e.g. SLT, Rainbow House)
  - Assessment information (e.g. Teaching Talking)
  - Notes/Action Plans from TAC meetings etc.

### **Additional Support**

Some children may require additional support when moving from pre-school to primary school. This may be due to health, sensory impairments, social and emotional needs, family problems, communication problems etc. Where this is the case, the Early Childhood Centre, School and local authority will assess the extent of their support needs and prepare a plan to help ease the transition.

Where significant additional support will be required within the school setting , assessment meetings will be held between the ECC and the school to gather and share information and to take any necessary action to support the child. The "Trans 1" meeting will take place May /June of the child's ante-pre-school year. The "Trans 2" meeting will take place Jan/Feb of the child's pre-school year. These meetings are documented in the Transition Timetable (Section 6).

Where a child is transferring to a special school provision, the ECC will complete relevant assessment paperwork for submission to the IRG Steering Group.

## 4. Transition through stages within school

### Planning the Curriculum (Early/First/Second/(& beyond!) Level)

Progress through the Curriculum for Excellence is indicated in curriculum levels.

Level	Stage
Early	Pre-school and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1 to S3, but earlier for some

Each class within the school will include children at different levels within the curriculum. The EAC Progression Planners will be used for all curricular areas for the planning of teaching and learning to ensure that all learning intentions are appropriate for the different levels being taught in the classes.

The 3-year rotational planners used within the school will ensure breadth of the curriculum outcomes i.e. All outcomes are covered within each level of the curriculum and depth within the outcomes i.e. That knowledge and skills development are given sufficient time to be covered fully.

The rotational planners also benefit the learning and teaching within the composite classes, as all children in all classes will be taught the same outcomes in a given year. This eliminates the difficulty that can arise when children in the same year group are being taught in different classes.

### Building a Collaborative Learning Community

As children move through the stages in primary, they will experience composite classes (e.g. P2/3, P4/5, P5/6) throughout. This means that some years they will move to a different classroom and a different teacher but in other years remain within the same classroom and with the same teacher. It also means that the children in their particular classroom will change each year. Sometimes they will share their class with children at a lower stage and at other times with children at a higher stage.

This presents a challenge for children as they transition into a new class each year and a significant amount of time needs to be spent at the beginning of each session building the 'learning community' within the class. This enables the children to build communication, cooperation, trust and collaboration with their peers in a safe classroom environment and is necessary for the children to take an active part in the learning experiences throughout the year as a valued member of the class.

### **'Bump-Up' Sessions**

The Head Teacher will have discussions with all staff regarding class structures and stages each year in March/April so that transition plans can be made for the following session.

Once class teachers have been decided and class structures have been drawn up, 'bump-up' sessions for the children can be planned for the summer term. These sessions allow the children to experience their new class for a short period of time to help them adapt to the transition.

Before the 'bump-up' days take place, letters indicating new classes and teachers will be sent out to all parents/carers.

### **Sharing information & documentation**

The tracking of attainment is logged and stored within the EAC Tracking and Monitoring System. This is updated throughout the year for each individual child and this information, including attainment over time, is available to all teachers as a child moves through the school.

In addition, the 'MANAGEMENT – MONITORING & TRACKING' section of the shared drive contains spreadsheets with additional information (reading ages and spelling ages) that should be kept up to date by each teacher for the children in their class when assessments are completed throughout the year.

Other information that should be passed on at transitions includes:

- reading records for each child (P1 to P7)
- maths, spelling, reading group details
- log of key resources used/ stages already completed (e.g. within EA Literacy)

A portfolio folder should be opened for each child when they join the school. This should be added to each year and include samples and evidence of assessments from P1 to P7.

These include (as appropriate):

- phonological awareness assessments
- phonics assessments
- end of unit maths assessments
- a back line drawing of themselves
- Schonell spelling age tests
- writing assessments

- EA Literacy placement tests

During the summer term time will be allocated to allow class teachers to meet to share and discuss this information in preparation for next session.

### **Additional Support**

Where children receive additional support, either within the school (e.g. EAST) or in partnership with other agencies (e.g. CAHMS, NHS, Social Work), Child's Plans will be in place.

These are stored electronically within 'MANAGEMENT – ADDITIONAL SUPPORT NEEDS (ASN)' folder on the shared drive and updated throughout the year. In June, copies are printed as a 'snap shot' and filed in the Child's Orange ASN folder stored securely in the office.

**Appendix 1** contains a Transition Information & Documentation Checklist that is a useful guide to transition handover and discussions throughout the stages within school.

## **5. Transition from Primary School to Secondary School**

### **Doon Academy Transition Programme**

The pupils of Bellsbank Primary normally transfer to:

Doon Academy  
Ayr road  
Dalmellington  
Tel. 01292 550521

Close liaison arrangements exist between Bellsbank Primary and Doon Academy and transition visits are documented in the transition timetable (Section 8).

These include:

- STEM Transition days
- Transition tour with parents
- June Transition days where P7s follow S1 timetable

Where a pupil is transferring to another secondary school, contact will be made with the school to coordinate any transition visits to be made.

### **Sharing information & documentation**

The Principal Teacher/Primary 7 teacher will hold meetings with the SMT/Guidance Staff at Doon Academy prior to the transfer to ensure all relevant details for each child is passed on. These arrangements ensure that the children's education is a continuous process from primary to secondary and that the transition is as smooth as possible.

All attainment/tracking information will transfer automatically as part of the EAC Tracking and Monitoring system.

ASN

1. Electronic ASN folders will be transferred via MS Teams. This will include all ASN documentation from P1 – P7
2. Physical Orange ASN folders will transfer.

Children's school registration folders will transfer.

Where a pupil is transferring to another secondary school, contact will be made with the school to coordinate all information and document sharing.



## **Additional Support**

Where children receive additional support, either within the primary school (e.g. EAST) or in partnership with other agencies (e.g. CAHMS, NHS, Social Work), Child's Plans will be in place. Assessment meetings will take place between primary school staff, secondary school staff and parents to share this information, assess the extent of their support needs and if necessary prepare a plan to help ease the transition to secondary school.

The "Trans 1" meeting will take place May /June of the child's P6 year.

The "Trans 2" meeting will take place Jan/Feb of the child's P7 year.

Where a child is transferring to a special school provision (e.g. Doon SLC), as agreed at the Trans 1 meeting, the primary school will complete relevant assessment paperwork for submission to the IRG Steering Group.

These meetings are documented in the Transition Timetable (Section 6).

## 6. Transition Timetable

Timescale	Key Transition Tasks
August	<ul style="list-style-type: none"> <li>• Build learning community in classes</li> <li>• IRG paperwork submitted to steering group for SLC placements.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Build learning community in classes</li> </ul>
October	
November	
December	
January	<ul style="list-style-type: none"> <li>• ECC Trans 2 Meeting (pre-school)</li> <li>• School Trans 2 Meetings (P7)</li> </ul>
February	<ul style="list-style-type: none"> <li>• Pre-school discussions regarding universal and targeted support required before P1</li> </ul>
March	
April	<ul style="list-style-type: none"> <li>• SMT - class structure discussions</li> <li>• Pre-school children and parents' P1 workshop #1</li> </ul>
May	<ul style="list-style-type: none"> <li>• Pre-school children and parents' P1 workshop #2</li> <li>• ECC Trans 1 Meeting (ante-pre-school)</li> <li>• School Trans 1 Meetings (P6)</li> <li>• P7 STEAM transitions days</li> <li>• Transition Meetings with Doon Acad. Guidance staff</li> </ul>
June	<ul style="list-style-type: none"> <li>• Class bump-up sessions</li> <li>• P7 Doon transition days</li> <li>• P7 Doon Academy school tour with parents</li> <li>• Pre-school children and parents' P1 workshop #3</li> <li>• P6 children to visit ECC to 'buddy' with pre-school children</li> <li>• ECC documentation collated and transferred to school</li> <li>• Class documentation collated and transferred to next teacher.</li> <li>• P7 documentation collated and transferred to Secondary</li> </ul>

## Appendix 1 – Transition Information & Documentation Checklist

<b>Transition Handover &amp; Discussions</b>	<b>Check</b>
<ul style="list-style-type: none"> <li>• EAC Tracking &amp; Monitoring System data finalised.</li> </ul>	
<ul style="list-style-type: none"> <li>• Each Year Group Attainment Tracking spreadsheets completed (<i>spelling ages, reading ages.</i>)</li> </ul>	
<b>Paper records</b>	
<ul style="list-style-type: none"> <li>• Reading records for each child</li> </ul>	
<ul style="list-style-type: none"> <li>• EA Literacy Assessments</li> </ul>	
<ul style="list-style-type: none"> <li>• Literacy (phonics, spelling, reading) and Numeracy group details</li> </ul>	
<ul style="list-style-type: none"> <li>• Log of key resources used/ stages already completed (Literacy, Maths &amp; other relevant curricular areas)</li> </ul>	
<ul style="list-style-type: none"> <li>• Child’s Primary Portfolio Folder Updated e.g.               <ul style="list-style-type: none"> <li>○ phonological awareness assessments</li> <li>○ phonics assessments</li> <li>○ end of unit maths assessments</li> <li>○ a back line drawing of themselves</li> <li>○ Schonell spelling age tests</li> <li>○ writing assessments</li> <li>○ EA Literacy assessments</li> </ul> </li> </ul>	
<b>ASN Information</b>	
<ul style="list-style-type: none"> <li>• Electronic ILPs updated (targets achieved/not achieved)</li> </ul>	
<ul style="list-style-type: none"> <li>• All other ASN information is stored by ASN coordinator in the Shared Drive.</li> </ul>	
<b>Resources Sorted / Ready</b>	
<ul style="list-style-type: none"> <li>• Numeracy resources checked and collated/ tidied</li> </ul>	
<ul style="list-style-type: none"> <li>• Literacy resources checked and collated/tidied (e.g. magnetic letters)</li> </ul>	
<ul style="list-style-type: none"> <li>• Reading books tidied away</li> </ul>	
<ul style="list-style-type: none"> <li>• Other text books / resources checked and collated/ tidied (either in classroom or into central resource rooms)</li> </ul>	
<ul style="list-style-type: none"> <li>• Completed jotters/worksheets/ artwork etc. sent home with child.</li> </ul>	
<ul style="list-style-type: none"> <li>• Incomplete workbooks etc. collated and passed on if appropriate.</li> </ul>	
<ul style="list-style-type: none"> <li>• Wall displays tidied and ready for next year (e.g. visual timetables, literacy, maths, health&amp; wellbeing)</li> </ul>	

Signed:

Date: