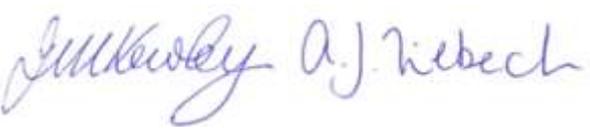




# Bledington Primary School

## Transition Policy

<b>Date of Ratification by FGB:</b>  13.01.22 29.01.25	<i>Written 11.01.22</i> <i>Updated 08.01.25</i>	<b>Signed:</b> Co-HEADTEACHERS  
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### Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Please read this policy in conjunction with our Safeguarding and Child Protection, Special Educational Needs, Behaviour, Anti-bullying, Early Help and Data retention policies.

All our policies can be found at [www.bledington.gloucs.sch.uk](http://www.bledington.gloucs.sch.uk) under the About us/Policies tab

This policy has been devised to cover all relevant aspects of transition from Key Stage 2 to Key Stage 3.

**Audience for this policy:**

- Teachers and senior leaders at Bledington Primary School.
- Teachers Teaching Assistants at Bledington Primary School.
- Pupils in Years 5, 6 and 7 where appropriate.
- Parents and carers of all Bledington School pupils.
- All agencies involved in Primary-to-Secondary transition.

### **Contents of this policy:**

#### **Part 1: Statutory Requirements**

The legal and statutory requirements that schools and the Local Authority have to undertake to complete for all children in their care.

#### **Part 2: The Bledington Primary School Entitlement**

The things to which we believe every Bledington School pupil is entitled as they progress from Key Stage 2 to Key Stage 3.

- 2A: Administration
- 2B: Pastoral care
- 2C: Pedagogy and curriculum

#### **Part 1**

#### **Statutory Requirements and Data Transfer**

- ❖ Key dates for the transition process have been agreed.
- ❖ Induction days for Year 6.
- ❖ Transfer of data deadlines.

Information is provided to parents and carers about the transition process, including:

- ❖ What they need to do as parents and carers.
  - ❖ What their child's Primary school will do.
  - ❖ What their child's Secondary school will do.
  - ❖ What the key dates are for each event or stage of the process.
- Parents and carers know about and understand the transition process
  - Parents and carers have convenient access to the admissions form
  - The *Common Basic Data Set*, maintained for every pupil, in a school's Management Information Systems is transferred from the Primary School to the Secondary School using a Common Transfer File.
  - Effective pupil-tracking to monitor progress is consistent across Key Stage 2 and Key Stage 3.
  - Primary and Secondary schools have clear and effective Safeguarding and Child Protection policies and procedures which meet legal requirements.

#### **Part 2 Bledington Primary School Entitlement**

##### **2A Administration**

The Transition Policy is in place and has been agreed in partnership with key stakeholders:

- Primary schools.

- Secondary schools.
- Local Authority officers.
- Relevant agencies within the county.

The Transition Policy outlines the role of staff, parents and pupils in the transition process.

The Transition Policy sets an expectation for active work between Primary schools and receiving Secondary schools. All stake-holders know about and understand the Transition Policy.

- Parents and carers.
- Pupils in Years 6 and 7.
- Teachers and senior leaders in all schools.
- Local Authority officers.

There are regular meetings between Primary and Secondary school staff where this is appropriate.

- Senior leaders.
- Heads of Year.
- Subject leaders.
- SEN co-ordinators.
- Subject teachers.
- Support staff

## **2B Pastoral Care**

- There are open evenings for pupils and parents/carers, and pupil induction days with a clear purpose and outcome.
- There are parent and pupil guides for new entrants to Secondary schools.
- Information on social groupings within Primary schools is used to create class groups in Secondary schools where appropriate.
- Quality information is provided to parents about pastoral support and differences in the school.
- Primary and Secondary schools take account of pupils' Preferred Learning Styles.
- Primary and Secondary schools use data from the e-transition form effectively to support teaching and learning and pupil target-setting.
- All schools use assessment effectively to support learning.
- Information on vulnerable pupils is effectively communicated from Primary schools to Secondary schools (Headteacher, DSL and Parent Support Advisor)
- There is effective communication between the Secondary school Year 7 co-ordinator and the Year 6 teacher to provide advice and guidance.
- Secondary schools' anti-bullying policy is made explicit to pupils and parents and implemented effectively.
- Specific arrangements can be in place to support pupils for first half-term following transition.
- Parents and pupils are effectively briefed about transition and provided with opportunities to feed back on the reality for them.

- There are shared protocols and practice around Safeguarding and Child Protection.

### **2C Pedagogy and curriculum:**

- There are cross-phase curricular events which are part of a planned programme.
- There is a two-way dialogue and discussion between Primary and Secondary schools about similarities and differences in the curriculum.
- There is a shared understanding on the quality of work expected from Year 6 and Year 7 pupils across the core subjects.
- There is discussion and acceptance of alternative interpretations of levels of attainment.
- There is discussion of individual pupils' learning needs which supports Secondary schools' planning of intervention programmes.
- There is an appreciation of the differences and similarities in Primary and Secondary schools' approach to teaching and learning.

End