

# Year 6 Transition Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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## 1. Context

In this policy 'transition' describes the movement that takes place from one familiar setting, including the home, to another. It is defined as the process where policy and practice have been adopted to support children in settling into their new learning environment in preparation for future learning.

Throughout their primary school education, a child will go through many transitions including:

- > Nursery to Reception
- > EYFS to Year 1
- > Class to class transitions
- > In-Year transitions
- > Year 6 to Year 7 (Secondary School)
- > Children transitioning from other schools to Duke of Norfolk CE Primary

## 2 Aims of this policy

This policy focuses on the transition that our Year 6 pupils will make from primary school to their secondary school with the aim of maintaining a smooth transition for all involved.

## 3 Strategies to manage transition from Year 6 to Year 7

The transition from primary to secondary can be both a daunting and exciting prospect for both pupils and their parents/carers. At every stage of the process, the UKS2 team and the school's leadership team, will support and guide parents and pupils. At the Duke of Norfolk CE Primary school, we maintain strong, professional links with all of the local secondary schools, which results in a successful transition for all of our year 6 pupils.

### **We will:**

- > Hold a meeting for parents/carers early in the Autumn term of Year 6, to discuss key aspects of the year, including: residential trips, arrangements for statutory testing, and secondary school transitions.
- > An admissions information leaflet from Derbyshire County Council (DCC) will be sent home in the first term of year 6.
- > Signpost families to open evenings and events at local secondary schools.
- > Publicise information from Derbyshire Admissions in our newsletters, and regularly remind parents that applications for secondary school places must be completed and submitted by the end of October. DCC will notify families directly by email about the allocated place for their child at the beginning of the following March.
- > Signpost parents to the DCC appeals process if they are not satisfied with their child's allocation.
- > Liaise with secondary schools to share data, which will include, but is not limited to, the teachers' academic assessments, behaviour, peer relationships, SEND, Pupil Premium, or safeguarding information.
- > Facilitate on-site visits from secondary school teachers to meet the pupils before their induction day/s.
- > Meet face-to-face with appropriate staff from the secondary school to pass up information. It is during these visits that information regarding who the child wishes to be with in their form groups is passed on.

- > Ensure effective communication between respective SENDCos/SEND departments to pass on information. They may also arrange extra visits for SEND children who would benefit from more than one induction day.
- > Invite designated safeguarding leads from the child's allocated secondary schools to attend any appropriate meetings, for children who are known to other agencies, such as Social Care.
- > Support children to attend their induction day/s at their allocated secondary school. Here the children will meet their form group, take part in lessons and familiarise themselves with their new school.
- > Ensure a curriculum focus throughout the summer term on transition. This may be in our assemblies as well as PSHE lessons. Children will be encouraged to share any concerns they may have with trusted adults or their peers in the hope that when the time comes to transition from primary to secondary school, they are confident within themselves of their next steps in their education.

## 6. Monitoring and Evaluation

This document will be monitored and evaluated at least every two years, or sooner if practice or procedures change significantly in the meantime.

Authored by Samantha Maltby (UKS2 Lead) and Kellie Wilson (DHT)