



# TRANSITION POLICY

**National Support School**  
designated by  
  
National College for  
Teaching & Leadership

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*"Small school, big hearts.  
Wise, responsible, kind like the Good Samaritan."*

### **Our Mission Statement**

**We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.**

### **Our Vision**

**Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.**

### **Values**

**Wise** - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

**Responsible** – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

**Kind** - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

### **Curriculum Intent**

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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We recognise that many children find new experiences a challenge and we ensure that we make their life changes as easy as possible throughout all their transitions in school.

## **EYFS**

### **Starting school**

For nursery and reception starters, we hold an information for parents evening in early June. This provides all the information parents need to help their child know what to expect and to ask questions. This is followed by a picnic for all new entrants. Parents stay on this occasion to help children begin to develop confidence.

We encourage parents to book a visit to look around the whole school and see us at work. Children are welcome to come too.

Our summer fete takes place on a Saturday in late June and this is a lovely, informal occasion to come and see what a lovely place school is – for the whole family. This will help your child feel relaxed in their new environment.

For Reception children, a "move up morning" takes place in July. Parents drop their children off for the first time and they spend a few hours with us on their own.

Setting visits are encouraged and our staff will come and meet your child to begin to get to know them where they feel most confident. Home visits can be arranged if necessary.

In September we hold a curriculum evening, looking particularly at the teaching of reading. This is a chance to ask questions.

Reception age children stay for 5 full days when they start in this year group. Nursery children 5 mornings 9 – 12noon or for 30 hour places, until 3pm. We encourage parents to develop routines for children on starting school. This helps children settle quickly and feel part of the group and ensures they don't miss out on anything that is happening. For some children (and this may be the ones born later in the year), parents may feel some flexibility would help their child and we work together to ensure the best scenario for individuals. Please talk to the EYFS teacher in the first instance.

Our school office is there to answer queries and support parents in starting school, so please e mail, phone or pop in if you have any queries.

### **Moving onto Year 1 (Key stage 1)**

At the end of their reception year many children will have spent two years in Acorns class and the move to Beech class can be a daunting one. Throughout the summer term, staff plan lots of visits next door into Beech to familiarise children with the new classroom. These visits take place on an individual basis, in small groups and as a whole cohort. They also begin to sit for longer periods and develop the periods of sustained concentration they will need in Beech class.

We do find that most children are excited and ready for the move. For some it can be a more challenging time and again we personalise the experience for each child.

Support staff are available for those children who need distracting when they have said goodbye to parents. All Y1 children are given a Y2 buddy to work with in the initial weeks. Y1 children will continue to spend time in Acorns during the first term, taking part in continuous provision activities, this reduces as the term goes on and the children do not need to go anymore. For a few, visits will continue for as long as they need.

Parents can meet the Beech (Year 1 / 2) teacher at the summer term open evening for a transition discussion. This is a time to see the new classroom, talk about your child and ask any questions about routines.

### **Moving to Year 3 / 4 (Key stage 2)**

After Beech class, children move to Year 3 / 4 which is called Sycamore. By now most are confident within the whole school setting and are unperturbed by the change. They know teachers well and have been able to experience their new classroom on several occasions, including move up morning. Again, parents can meet their child's new teacher and classroom during the summer open evening.

### **Moving to Year 5 / 6**

In Years 5 / 6 the children join Oak class. They are well ready for the challenges, independence and responsibility this brings.

### **Secondary school**

Our pupils move to a range of secondary schools. Some take entrance exams which we are able to support if necessary and enter the independent sector, others choose state schools from FCC (our Trust lead school), Burford, Farmors, or King Alfred's (Wantage) – depending on where they live and parental choice. Pupils are well prepared, having had many opportunities to experience the wider world beyond Buckland School. They are ready for a bigger, more challenging environment. Those going to FCC are particularly fortunate as they will have made many visits to the college to take part in Trust wide initiatives. All secondary schools offer transition days for the pupils. For more vulnerable pupils there are additional opportunities to visit and these are arranged individually. When pupils go to schools who are unfamiliar with Buckland or out of catchment, staff will often visit to meet them in their current setting.

### **In year moves**

Many children will move to Buckland part way through their schooling and we recognise the high level of support they need to establish friendships and to learn new routines. New pupils are given a buddy to help their induction. They are supported carefully by their class teacher and teaching assistant as well as the Headteacher. In the early days, communication with parents is vital to build confidence in the school and for children to see strong home – school links. Any issues settling are picked up quickly, so they can be supported and resolved.

Whilst we hope all of our pupils will complete their 7 years of primary schooling at Buckland, we understand this is not always possible for a variety of reasons. We



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endeavour to work with parents to meet the needs of pupils in order to avoid in year moves but where this is unavoidable, we work with receiving schools to ensure as smooth a transition as possible. This includes sending on records and assessment information.