



HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Holy Family Transition Policy

Within this policy, the term *transition* refers to the journey children take when moving from one familiar environment—such as home or a previous year group—into a new educational setting. At Holy Family R.C. Primary School, we recognise that this is a significant period in a child’s development. Transition is viewed as a thoughtfully planned and sensitively managed process, designed to help each child settle confidently into their new learning environment. Our approach ensures emotional security, encourages readiness for future learning, and fosters a sense of belonging.

Aims and Objectives

At Holy Family Primary School, we are deeply committed to ensuring that every child experiences a supportive and seamless transition throughout their educational journey. Our aim is to maintain both the momentum and depth of learning so that pupils continue to thrive academically and emotionally as they progress through each stage of their development.

We place strong emphasis on nurturing emotional wellbeing while encouraging high levels of academic achievement. Recognising that transitions can be a time of uncertainty for families, we actively foster parental understanding of school readiness, routines, and expectations.

This policy sets out our holistic approach to managing transitions, including careful consideration of planning and assessment practices, classroom organisation, and tailored teaching strategies—all designed to support every child in feeling confident, valued, and prepared for the learning ahead.

Policy Principles

The following principles underpin our approach to ensuring smooth and supportive transitions across Holy Family Primary School:

- **Continuity in Teaching and Learning:** Educational practices are thoughtfully aligned across year groups to promote consistency and progression in learning experiences.
- **Pupil-Centred Provision:** Teaching methods are adapted to meet the diverse academic, emotional, and developmental needs of every child.

- **Informed Forward Planning:** Future learning is shaped by detailed assessment data from previous settings or year groups, allowing for targeted support and challenge.
- **Professional Collaboration and Respect:** Insight from former teachers or settings is valued and treated with professional integrity to inform planning and provision.
- **Positive and Purposeful Transition Experiences:** Transitions are designed to inspire and engage pupils, helping them approach change with confidence and enthusiasm.
- **Strategic Staff Deployment:** Teacher and support staff allocations are guided by the specific strengths and requirements of each cohort to best support pupil needs.

Implementation – ‘A nurturing Approach’

At Holy Family Primary School, we value the importance of creating a gentle and reassuring start for every child and their family. Prior to enrolment, parents and children are warmly invited to visit the school, allowing them to become familiar with our environment, ethos, and staff. These visits continue throughout the academic year, encouraging an ongoing partnership between school and home.

We deeply respect the role of families as a child’s first educators and actively embrace their involvement in school life. Annual Open Days held during the Summer Term offer families within our parish the opportunity to engage with our facilities and ethos. In addition, bespoke Open Mornings provide space for parents to connect personally with the Head Teacher and Reception Class team.

To build trust and familiarity, Reception staff welcome families to visit the school prior to starting school. These interactions take place in spaces where children feel safe and secure, ensuring the transition is handled with sensitivity and care. We are acutely aware that starting school can be a time of emotional vulnerability for parents as well, and we offer a supportive environment through regular communication, coffee mornings, and opportunities to join the PTA.

As children move between year groups or key stages, we take great care to address the common anxieties associated with change. During the Summer Term, the Head Teacher leads an assembly focused on preparing for transition—highlighting positive aspects of the journey ahead while reaffirming comforting elements that will remain consistent. This helps to ease concerns and foster resilience.

Peer-led Question & Answer sessions allow pupils to engage with those in the year above. These discussions give children an authentic glimpse of what to expect, from the perspective of their peers, in a safe and open forum.

Each class teacher provides a summer transition booklet filled with images and key information tailored to the year ahead. These booklets are designed to alleviate worries and strengthen familiarity over the holiday period.

Staff transition meetings are held to pass on essential information regarding each child's academic progress, emotional wellbeing, and any medical or pastoral needs. These thoughtful handovers between class teachers and LSAs ensure continuity and care. Our dedicated SENDCo also attends these sessions to support pupils with additional needs, including those with EHCPs or external targets.

Later in the Summer Term, children and parents are informed of the upcoming staffing arrangements. A whole-school transition morning follows, allowing pupils to spend time in their new classrooms with their new teacher. While staffing variations may affect scheduling, every effort is made to ensure consistency and availability.

Reception pupils are supported further by regular visits from their future Year 1 teacher, fostering connection through play and storytelling. Pupils with SEND receive additional transition support via small-group meetings with their new teacher to begin establishing trust and modelling appropriate interventions.

The transition process is overseen by each class teacher, who holds responsibility for ensuring it is smooth, positive, and effective. They report to the Senior Leadership Team, sharing feedback and recommendations to improve the experience for every child, adapting to meet evolving needs.

Transition to Reception

To support a gentle and confident start to school life, each child is offered a scheduled visit to the school prior to joining the Reception class. These visits provide an invaluable opportunity for parents and children to begin building positive relationships with the Reception team in a familiar and comfortable setting. Discussions during the visit will include developmental progress, medical requirements, and any relevant pastoral information, ensuring each child receives tailored support from day one.

To ease the transition and enhance familiarity, each child receives a personalised booklet containing photographs and details about the classroom environment. This visual resource offers a reassuring reference throughout the summer break, helping children to feel secure and excited about their upcoming journey.

Parents of Reception pupils are warmly invited to an information session led by the Head Teacher, where key details about routines, expectations, and school life are shared. This session also offers a chance to ask questions and meet other families within the school community.

On joining Holy Family, each Reception child is paired with a Year 5 buddy—an older pupil who provides pastoral support and guidance. These buddies act as a friendly point of

contact during assemblies and throughout the school day, helping younger pupils feel valued, heard, and comfortable in their new surroundings.

Transition from Reception Class to Year 1

When a pupil completes their time in Reception class their *Early Learning Goals (ELG)* data is carefully transferred to the Year 1 teacher. This ensures that any unmet areas of the EYFS curriculum are identified and embedded into future planning, allowing teachers to tailor support and provision based on individual and cohort needs. Where broader trends emerge within a cohort, targeted strategies are developed to address specific curriculum areas.

To provide a gentle progression into Key Stage 1, transitional teaching is implemented throughout the first half of the Autumn Term. This approach combines child-initiated learning with focused teaching objectives delivered in small, supportive groups. Depending on pupil need, elements of transitional teaching may be extended into Autumn 2, ensuring children continue to feel secure, engaged, and well-prepared for more formal learning structures.

In the latter part of Summer Term, Year 1 staff make regular visits to Reception classrooms. These sessions are designed to build familiarity and rapport, helping children feel confident and comfortable with their new teachers in a setting they already know and trust.

Transition in subsequent years

Once the children know their new classes and their new teachers we start transition activities. The aim of this is to support the children with making the step to a new year group with a new teacher. The following will happen during the summer term:

- A detailed handover will take place between the current class teacher and the new class teacher
- Children will visit their new classroom and spend time with their new teacher (s)
- Children have the opportunity to meet with children in the year above to ask them questions about what is to come.

All parents will have the opportunity to attend 'Information Afternoon' early in the Autumn Term. At this event the class teachers will present a brief overview of the curriculum for their year group as well as mention trips and homework schedules. The parents will have an opportunity to ask relevant questions too.

Transition from Year 6 to year 7

As a proud member of the Xavier Catholic Education Trust, Holy Family Primary School is committed to ensuring that every child experiences a smooth, supportive, and well-prepared transition into secondary education. Our close relationships with local feeder schools—Salesian School in Chertsey and St John the Baptist School in Woking—enable us to work collaboratively to ease this significant step in a child's educational journey.

Research consistently highlights that the transition from primary to secondary education represents a pivotal moment in a child's academic and emotional development. While many children adapt well, others may find the transition challenging. We recognise the importance of proactive planning and strong partnerships between primary and secondary schools to mitigate these challenges. Therefore, it is essential for primary and secondary schools to work collaboratively to ensure that all children benefit from the transition. Sharing information helps provide a smooth transition.

Common concerns faced by pupils during this transition include:

- Moving from being the oldest to the youngest in a new school setting
- Navigating new social dynamics with peers from diverse backgrounds
- Adjusting to multiple classrooms and subject-specific teachers
- Understanding departmentalised subjects and complex timetables
- Adapting to ability-based grouping and academic setting
- Becoming familiar with new pastoral systems and support structures
- Managing increased independence and social media pressures

To support our Year 6 pupils:

- The Year 6 teacher and SENDCo attend dedicated transition mornings to share key information with secondary colleagues, including individual needs and support plans.
- One-to-one meetings are held with secondary staff for pupils requiring additional support.
- Transition forms are completed for all pupils to ensure continuity of care and learning.
- Pupils participate in induction days at their new schools to explore the environment and routines.
- Staff from feeder schools visit Holy Family to introduce Year 7 life and expectations.
- The Smart Moves programme is delivered by Year 6 teachers to build resilience and readiness.
- For pupils with special educational needs, the SENDCo uses targeted resources such as the Black Sheep Press toolkit to provide tailored transition support.

Children joining the school mid-year

Children sometimes join the school mid academic year. To ensure that they also have a smooth transition to our school they accompany their parents and meet with the Head teacher and class teacher before they begin school. They are given a class buddy to help them make friendships and learn the routines of the school too.

Inclusion

Holy Family prides itself on being an inclusive school, catering to the learning needs of all children. Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils. At Holy Family we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age, any disability they may have, their ethnicity, national origin or their gender. We value the diversity of individual pupils within our school and do not discriminate against anyone because of difference. We believe that our pupils matter and we value their families too.

To support children who may be vulnerable during times of transition, our school benefits from a qualified Emotional Literacy Support Assistant (ELSA) who works with targeted pupils on a regular basis. These sessions help children build emotional resilience and navigate change with confidence.

Children identified with SEND, EAL (English as an Additional Language), or social and behavioural needs are closely monitored and supported. Class teachers raise any concerns with our experienced SENDCo, who works in collaboration with staff, families, and outside agencies to ensure a personalised and effective transition plan is in place for each child. In July, the SENDCo meets with families of pupils with high levels of need to review transition plans and assess any updates required to EHCPs (Education, Health and Care Plans). This joined-up approach ensures that each child's transition—whether between year groups or key stages—is guided by empathy, expertise, and educational integrity.

For pupils with SEND transitioning to secondary school:

- Additional transition visits are arranged to familiarise them with their new environment.
- A tailored SEND Pupil Transition Form is completed by the current class teacher, capturing key information including academic, emotional, and medical needs.
- Teachers and support staff hand over all relevant resources and strategies used in previous interventions to support continuity.

This Policy will be reviewed and updated annually in line with Holy Family's policy schedule.