

# COLSTON'S PRIMARY SCHOOL

## Policy for Transition between Year Groups

### Rationale

Colston's Primary School is committed to inclusion. The school aims to provide an appropriate and high quality education for all children living in our local communities. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. This will be made readily accessible to them and they will be fully included in all aspects of school life.

We believe that inclusion is essential in ensuring the equality of opportunity for all learners whatever their age, gender, sexual orientation, ethnicity, faith, disability, attainment and background. This demonstrates our commitment to valuing the diversity of the school community. We will pay particular attention to the provision for and achievement of all in our school activities and policies.

We believe that all aspects of learning at Colston's Primary School should reflect the diversity of our school population.

Historically, the school has experienced a high level of inward/outward mobility, this cannot be planned for and so a regular review of class composition is a necessity. Regular reviews of class composition provide an excellent opportunity for developing social skills and widening personal relationships in preparation for life long learning.

### Aims

- ✓ that each class reflects the diversity of our school population
- ✓ that each class has a balance of gender
- ✓ that each class has a balance of children with Special Education Needs
- ✓ that each class has a balance of bi-lingual children
- ✓ that each class reflects the multi-cultural diversity of the year group
- ✓ that each class reflects the achievements of the year group
- ✓ that each class has a balance of social, emotional and behavioural needs
- ✓ that each class is of similar size
- ✓ that each class reflects our commitment to inclusion

### Means

- Transition between nursery/ pre-school to Early Years

Following the guidelines in our current Admission and Induction Policy will secure all the above policy aims.

➤ **Transition between Key Stage 1 to Key Stage 2**

There will be a formal review of class composition at the end of Year 2. All relevant staff will be involved to ensure that class composition in Year 3 meets the above policy aims. Within these aims, class teachers will be sensitive to friendship groups.

➤ **Transition in KS2**

There will be a formal review of class composition at the end of Years 3, 4 and 5. All relevant staff will be involved to ensure that class composition meets the above policy aims. Within these aims, class teachers will be sensitive to friendship groups.

➤ **Transition between Key Stage 2 and Key Stage 3**

We will continue to liaise with our Key Stage 3 partners for transition between KS2 and KS3 We will continue to consult with KS3 partners and exchange information based on the above policy aims.

**General**

Some children who have a pre-identified need may have enhanced transition provision which may include photo books and additional visits to their new classroom and meetings with their new class teacher.

In line with the above policy aims the Headteacher will regularly consult with school staff and will meet to discuss arrangements on an individual basis with parents if requested.

Parent/ Carers will be notified by letter of class arrangements.

Final decision on class composition is the responsibility of the Headteacher.

**Monitoring and Review**

Reviewed by Senior Leadership Team 10/06/2014

Date of next review: June 2015