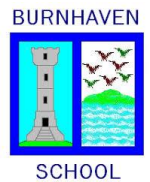




# Burnhaven School

## Transition Policy



### **1. Rationale**

At Burnhaven School, we recognise that transition is a process, not an event. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child. Care and attention is given to the transition of individual pupils as they transfer to, through and beyond Burnhaven School.

The policy is underpinned by the UN Convention for the Rights of the Child and in particular the following articles:

- This applies to all children (article 2)
- The best interests of the child must be a top priority (article 3)
- Children have a right to an education (article 28)
- A child's education should help their mind, body and talents be the best they can and should build their respect for other people and the world around them. (article 29)

### **2. Aims**

This policy aims to:

- Support children to know Burnhaven School on arrival and the school to which they moving, when moving on.
- Support families to know Burnhaven School.
- Support School staff to know pupils and families to ensure continuity of learning.

### **3. From Early Years Settings to Burnhaven**

We recognise that this is often a difficult transition, as pupils move from nursery where they attend daily to a new school. To support both children and parents during this time, we organise several different activities:

- A visit from the Primary 1 class teacher to partnering nurseries, to begin building relationships with the children.
- Visits to Burnhaven school where the children can explore the school and classroom to become familiar with their learning environments.
- Information sessions for parents are organised and carried out before the new term begins in August, usually these take place in May or June. During these sessions, parents are provided with information, which outlines key points such as timings, uniform, and the curriculum.
- At the information sessions, parents and children will be given the opportunity to take home transition learning packs to carry out at home. These can be exchanged at the school office fortnightly during given times.
- At one of the transition visits pupils and their parents are invited to stay at school for lunch. They will have the chance to try our school meals in the main hall, ready for August when they will attend school full days.
- Once the children have settled in and have become accustomed to school, there will be an opportunity for parents to meet with the class teacher at the 'settling in' parents evening. Here the parents will be given the opportunity to find out how their child has settled in to Burnhaven.

### **4. Between classes at Burnhaven**

Due to the composite nature of Burnhaven classes, movement through classes varies depending on the number of children in each class on the school roll.

All staff know all children very well and work closely to ensure continuity of learning. Where the year group is split then the two teachers plan together. Where children are working ahead or even behind their chronological age, children work in groups in other classes to best meet their needs. Tracking and monitoring procedures follows all pupils throughout their time at Burnhaven. Our curriculum is planned so that classes work together where appropriate.

During the Primary 7 transition days at the academy, any changes in classes also take place at Burnhaven. Teachers plan activities to build coherence within the new class such as “figure me out”, and circle times to ensure pupils feel comfortable with their new teacher. Teachers also meet to discuss specific issues relating to the children at handover such as digital supports, successful strategies and discussion of support plans.

## **5. From Burnhaven to Secondary Education**

Most children move from Burnhaven to Peterhead Academy. Specific transition processes are supported if children move to a different school.

While transition processes vary slightly from year to year, there are a range of opportunities for children to get to know the Academy and the staff and for the Academy to meet the needs of the pupils when they arrive.

- A transition calendar is produced early in the academic year.
- ASL staff meet primaries at the end of the previous session and the start of the academic year to begin the transfer of information about pupils.
- The academy organises classes to ensure that children have some familiar faces from their primary school, but they do not look at friendship groups.
- From January, primary schools put forward names for Enhanced Transition activities which are run by Community Learning and Development.
- In addition to child’s plan meetings, transition meetings between both schools take place, for children who need additional support, to ensure that needs which are met in the primary school continue to be met at secondary school.
- Comprehensive academic and social information is sent from the primary to the academy.
- Guidance teachers and the school counsellor visit the primaries to answer questions, give information and bring school ties.
- Morning or Afternoon sessions in maths or science are offered during school time in March/April. Pupils are accompanied by their class teacher or other primary staff. Photos are also taken for entitlement cards.
- Throughout the academic year Prefects and Teachers offer taster sessions for a range of subjects after school.
- In June, pupils are offered three days in school to follow their timetable.

## **6. Between schools during the primary school phase**

For a range of reasons children may move to another school or join our school at any point during there time at primary school.

### **Children and families joining our school can expect:**

- Friendly communication
- A welcome interview with the Head Teacher
- Support from the administration staff to ensure all channels of communication are open.
- A visit to the school

- A child Friendly School handbook
- A school passport to complete so that the children and families may tell the school about themselves.
- The class teacher or head teacher to contact previous school to develop greater understanding of a child's progress or support needs.
- Time to settle in school, to get to know peers, to get to know teachers and staff with regular updates from the class teacher at the school gate.

#### **Children and families moving to another school can expect:**

- Teachers to be in contact with the receiving school to share our understanding and knowledge of a child's progress, needs and social and emotional wellbeing.
- Files to be transferred in a timely manner, including a handover report containing levels in line with the Curriculum for Excellence.
- If the move is planned with sufficient timescales then children will be offered the opportunity to complete a school passport which they may take to the other school to share information about themselves.
- Personal Pupil records are sent by recorded delivery to the receiving school. If schools use Seemis, then electronic files are also transferred. If an electronic transfer is not possible, chronologies are printed and added to PPRs.

### **7. One School Global**

Pupils within the Peterhead Plymouth Brethren Community, who choose to attend Burnhaven, attend Primary One and Primary Two only. They then transfer to [One School Global](#) Calendonia Campus.

The Transition programme is largely provided by One School Global who aim to provide a consistent transition for all their campus in their National Transition Week. We allow children to not attend Burnhaven so that they may attend any sessions this requires in person or virtually.

Contact is made between Burnhaven and One School Global in late May, early June to share learning information about pupil needs and a transition report is also sent with Personal Pupil Records. Meetings are also set up with families as necessary. Personal Pupil Records are sent on to the school during the summer holidays.

Children are given the opportunity to complete a passport to share information about themselves and their families with their new teachers.

### **8. Involvement with stakeholders**

In the creation of the policy the view of families who have come to Burnhaven during the academic year in the past three years have been sought.

A survey regarding what P1 transition should look like during Covid – 19 was also used.

The Head Teacher held a meeting with the head of junior school at One School Global in January 2021.

### **9. Agreement and Review**

Agreed 2021. Documents to be reviewed annual to ensure dates and times are current.

Formal review of policy due 2024

## **10. Documents**

- Transition Report (Appendix 1)
- Passport for joining or moving away from Burnhaven during the academic year.
- Pupil Friendly School Handbook
- Checklists for pupils joining or moving away from Burnhaven during the academic year.
- Head Teacher interview questions for children joining the school during the academic year, including questions for specific educational needs.



## Burnhaven School Transition Report

**Tracking Report for:                      Stage:                      Month Year**

<b>Numeracy and Mathematics (Including Application)</b>	
<b>Literacy – Reading (Decoding and comprehension)</b>	
<b>Literacy – Writing (composition, spelling and grammar)</b>	
<b>Literacy- Listening and Talking</b>	
<b>Health and Wellbeing</b>	

1 – significant support needed, 2 – some support needed, 3 – On Track, 4 – moving ahead, 5 – Significantly ahead

<b>Attitude to Learning</b>	
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### **Next Steps**

<b>Numeracy and Mathematics (Including Application)</b>	
<b>Literacy – Reading (Decoding and comprehension)</b>	
<b>Literacy – Writing (composition, spelling and grammar)</b>	
<b>Literacy- Listening and Talking</b>	
<b>Health and Wellbeing</b>	

### **Further comments:**

*Strategies used and tried which are effective or indeed ineffective.*

**Class Teacher Name:**

If you wish to make contact, please email [burnhaven.sch@aberdeenshire.gov.uk](mailto:burnhaven.sch@aberdeenshire.gov.uk)



## Burnhaven School Head Teacher Enrolment Interview

<b>Pupil Name</b>	
<b>Reason for joining</b>	
<b>Year group to join</b>	
<b>Experience of school or nursery if applicable</b>	
<b>Additional support needs?</b> – Does the child understand? Can they speak about them? Do they like other children to know? – Any medication?	
<b>ASD only questions</b> - like to be alone? - Interaction with others? - Big crowds at lunchtime? - potential to lash out? - Any special interests? - Benefits from quiet space or brain break box? - Have they used a visual timetable? - sensory issues - any food issues for lunchtime?	
<b>Family Background which we should know?</b>	
<b>Other information</b>	

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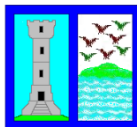


SCHOOL

### **Arriving At School Checklist (Not P1)**

	<b><u>Initial</u></b>	<b><u>Date</u></b>
Enrolment and out of zone forms completed		
Interview with headteacher		
Completion of Headteacher questionnaire		
Issue Child Friendly Handbook		
Issue Passport for child and family to complete		
Visit to school if possible		
Teacher contact previous school		
Enrolment complete on Seemis		
Communication with parents for permissions, Marvellous Me, parent portal etc		

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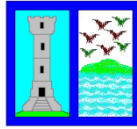


SCHOOL

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Issue Passport for child and family to complete		
Visit to school if possible		
Teacher contact previous school		
Enrolment complete on Seemis		
Communication with parents for permissions, Marvellous Me, parent portal etc		

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SCHOOL

### **Leaving School Checklist (Not P7)**

	<b><u>Initial</u></b>	<b><u>Date</u></b>
Teacher to contact receiving school		
Handover report prepared for class teacher		
Files prepared for receiving school		
Passport completed for receiving school		
Electronic Files transferred		
Files sent		

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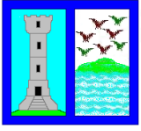


SCHOOL

### **Leaving School Checklist (Not P7)**

	<b><u>Initial</u></b>	<b><u>Date</u></b>
Teacher to contact receiving school		
Handover report prepared for class teacher		
Files prepared for receiving school		
Passport completed for receiving school		
Electronic Files transferred		
Files sent		





# Children's Information Sheet

## School hours

### Current opening times:

9am – 10.30am  
 10.30am – 10.45am (Break)  
 10.45am – 12.15pm  
 12.15pm – 1.15pm (Lunch)  
 1.15pm – 3.15pm

## School uniform

The school colours are navy and grey. For more uniform guidance please see the School Handbook which is available at [burnhaven.aberdeenshire.sch.uk](http://burnhaven.aberdeenshire.sch.uk).

We encourage comfortable clothing that can be easily changed every day, and which are suitable for being outside. We plan to engage in more outdoor learning. Whilst we do have outdoor suits for younger children, we ask that older children have outdoor clothes, including changes of socks and shoes/wellies kept in school for using when required

P1 will be supplied with a book bag, given by the parent council.

## Lunch / Snack

Previously you would take home with a school menu so that you could look at the lunch choices. Instead, lunch menus are sent home electronically to view together and so that you can come to school prepared knowing the options available. You then order online in class. P1-5 receive free school meals.

We will offer a tuck shop service. However, this is not back up and running yet, so you should take a small snack for break time. One snack is sufficient for break times.

## What you will need:

You may bring a pencil case – this should be kept in school and not be brought back and forth so please make sure you will not need any of the resources for use at home. Please be aware that a pencil case is not essential and that the school does provide resources.

You should take a labelled water bottle to school and will have access to this in class. These can be refilled in class. Please ensure that it is only water provided and not juice.

You may bring juice to drink at lunchtime and breaktimes if you wish but not in the classroom.

## Learning

At Burnhaven we try to make learning interesting and engaging so we use the outside and our new STEM classroom. We will use a mixture of child initiated, adult initiated learning activities. Some children have individualised programmes. We plan different learning for different children.



You can find lots of information about what we do at Burnhaven on the school website

**Things that help me to work well**

# **All About Me!**

**Things that make it difficult for me  
to work well**



**How you can help me**

**My Name is**

**I am      years old**

**Important information about me**

**Things I am good at (at school and at home)**

**Things I am interested in and things or people that are important to me**

**Things I find difficult/challenging or annoying**