



# GIGGLESWICK SCHOOL

## Giggleswick Prep School Transition Policy

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## **1 INTRODUCTION**

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At Giggleswick Preparatory School we are committed to the need for a smooth transition between the different stages in our children's education. There should be no loss of learning resulting from the transition between setting or year group.

The purpose of this document is to outline the procedures in place to ensure a smooth transition between these two important phases. It aims to address issues of planning and assessment procedures, as well as classroom organisation and the differing teaching styles the children will encounter.

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## **2 AIM**

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We want our children to experience a smooth transition between all phases of the school so that the pace and quality of teaching and learning are maintained to ensure that children continue to make excellent progress, and to ensure that high levels of pastoral care and support are provided.

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## **3 EQUAL OPPORTUNITIES AND INCLUSION**

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We will aim to make sure that the children and parents are actively involved in this process and their perceptions about transition are explored, explained and valued. Wherever applicable we will aim to have clear guidelines, advice and support in place for the parents of pupils with learning difficulties at transition.

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## **4 UNDERPINNING PRINCIPLES**

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- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous setting.
- Styles of teaching and learning meet the needs of all the children.
- There is a professional regard for the information from the previous setting.
- Children are able to enjoy new approaches to teaching and learning at transition.
- Transition motivates and challenges the children.
- All staff are made aware of the particular needs of individual children to ensure continuity.
- Parents are informed of changes at all stages, and are given opportunities to communicate with staff.



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## **5 TRANSITION – Pre-school to Reception**

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### **5.1 Management of Transition Pre-school to a Reception class**

Towards the end of the academic year, the Reception Class teacher will make arrangements for the children in Mill House, Pre-school to make visits into the Reception classroom and spend time with the current Reception pupils. The Pre-school Manager and Reception class teacher will be given time to discuss the learning journeys and the data collated, and how this can be best used to inform future planning, assessment and support for each child.

Parents of the Pre-school children will be invited to visit the Reception classroom and meet their child's new teacher towards the end of the summer term. During this meeting parents will be given the key information that they need in preparation for the new school year. This will include:

- An introduction to the curriculum we offer, and the teaching methods used.
- An introduction to daily/weekly classroom routines and expectations of behaviour
- A school clothing list /order form and list of equipment and kit, and which days it is required in school
- The names of all the teachers the child will be taught by and the subjects they are responsible for.

It should be noted that a similar procedure will also occur when children transition from Reception Class into Key Stage 1 (Year 1).

### **5.2 Continuity of Teaching and Learning**

The Early Years Foundation Stage practices a very kinaesthetic approach to teaching and learning and in Reception we maintain this approach and build upon it to offer a creative, 'hands on' method of teaching and learning. The Reception curriculum builds on and extends the experiences children have had during Pre-school. The aim is that, as a school, we help to develop the 'whole' child and ensure that there is a continuum to build upon each child's basic skills, knowledge and understanding.

There are distinctive differences between the Pre-school and Reception Class, but we still continue to value and promote the children's personal independence, independent learning skills, the ability to select activities and resources appropriate to the tasks set and to develop their decision-making skills.

The Reception classroom reflects a similarity to the Pre-school environment, as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music making, an emphasis on developing speaking and listening skills, reading, opportunities to write and quiet areas etc. As pupils progress into Key Stage 1 a more formal approach to education begins, we will begin to introduce many of the 'subject' areas that will continue to be developed further up the school. However, role play/themed spaces may still be used within a Key Stage 1 classroom based on the assessment of pupil's needs and development.

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## **6 TRANSITION – Reception to Year 1**

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Before the children move from the Reception Class into Key Stage 1 the class teacher will arrange to meet to discuss the children's progress. During this time the class teacher will also inform the



Key Stage 1 teacher (if they are moving to a new class) of the child's level of ability, special educational needs and any other information relevant to the wellbeing and development of each child. This will not occur if the child is remaining within the same class (i.e. a Reception/Year 1 composition).

Information passed onto the Key Stage 1 teacher includes:

- Knowledge of sight words (high frequency words as set out in the PNS), knowledge of phonics and letters (linked to RWI scheme) and numerical knowledge
- Reading ability/level
- Each child's last assessed piece of writing and numerical work
- A printed version of each child's foundation stage profile highlighting each of the targets achieved
- Areas of curriculum of note such as interests, talents, more able
- Pastoral information on the child

All this information is used to assess pupil's knowledge and understanding, to adjust and fine-tune the curriculum, and set future targets.

Links are made between the Early Learning Goals and the present Key Stage 1 curriculum, as many statements within the Foundation Stage Curriculum are very similar to key objectives for Numeracy, Literacy skills and the foundation subjects that are taught in Key Stage 1.

Parents of Reception Class pupils are able to meet with the Year 1 teacher during the summer term should they wish. It should be noted that this will follow a similar to that which occurs when children transition from Reception Class into Key Stage 1 (Year 1), and includes informing parents of new routines, expectations and procedures, as well as further curriculum opportunities such as individual music lessons and speech and drama lessons.

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## **7      TRANSITION – Key Stage 1 to Key Stage 2**

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The school appreciates that the transition between these Key Stages marks a clear contrast in terms of curriculum provision and daily routines. Children in Year 3 will have a more formalised timetable with increasing numbers of specialist teachers, and will also follow a longer day (compulsory) building towards reflecting the boarding model of the school. There are also increased expectations on children in terms of organisation, as they move around the school to attend different lessons, and will have an enhanced games programme involving team sports.

In order to support this transition, the Year 3 teacher will make a number of visits to the Key Stage 1 class during the summer term, culminating in a 'move up' day in the 2<sup>nd</sup> half-term (which also occurs across the school). Academic and pastoral data is shared amongst the teachers of both settings, including end of Key Stage 1 assessments.

If necessary, the Year 3 teacher organises a meeting for parents in the summer term in order to explain the timetable, changes to routines and expectations, uniform and kit lists etc, which are also included in the Parents' Handbook. It is also an opportunity for parents to ask questions prior to September.

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## **8      TRANSITION – Key Stage 2 to Key Stage 3**

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Over the course of the academic year, Year 6 pupils will attend several 'taster' days at our Senior School organised by the Head of Lower Years. These include taking part in a range of new academic lessons, and also an Outdoor Pursuits afternoon; as well as learning to navigate themselves around the campus.

The Senior School also organises a Parents' Information Meeting in the summer term, in which key messages are given by Senior Leaders and the Housemistress of Catteral (boarding and pastoral); and there are opportunities for parents to meet and ask questions to staff.

During Year 6 any pupils with SEND are made aware to the senior school SENCo. During the last half term, parents are offered an end of Key Stage/transition review with the SENCo. Their LaMP (Learning and Management Profile) and any other information is passed to key members of staff for dissemination to subject teachers. All LaMPs are stored on the school's Management Information System for teaching staff to access.

Throughout the year, the GPS Deputy Head will provide updates on data and pastoral notes on the pupils looking to transition to Senior School to the Assistant Heads (Academic and Pastoral).

Termly meetings will be held to discuss progress of children and highlight pupils with SEND or on the More Able Register.

In the final half-term, the Head of the Preparatory School and GPS Deputy Head, along with Y6 form teachers meet with both the Housemistress of Catteral, SENCo, Deputy Head and Assistant Heads to share academic results (including end of Key Stage assessment results) and pastoral matters.

Throughout the school (Pre-school to Senior) safeguarding matters are logged on a shared system (CPOMS) which provides access for the Designated Safeguard Leads. During this half term the Senior School teaching assistant visits GPS and offers appropriate transition activities, previously discussed with the GPS Learning Support Teacher and SENCo.

During the summer break, parents are contacted by the Senior School with information relating to their child's pastoral house and the name of their tutor.