



***Taddington and Priestcliffe***  
***Church of England (Aided)***  
***Primary School***

**Transfer Policy**

<b>Version</b>	<b>3</b>
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<b>Ratified by Governing Body</b>	<b>1.4.19</b>
<b>Headteacher</b>	<b>25.3.19</b>
<b>Summary of changes:</b>	<b>Minor changes to procedure.</b>

At Taddington and Priestcliffe we are following the guidelines on Transfer as set out by Derbyshire County Council Advisory & Inspection Service. It states that:-

“Transfer occurs whenever a child moves from one phase of education to another, or between institutions while remaining in the same phase. ‘Transition’, which is often synonymous with ‘transfer’ implies a change from one state to another, a crossing of boundaries. We talk of ‘effecting a smooth transition’ and ‘making transition as smooth as possible’. These images imply that transition can be rough, bumpy, and discontinuous, and that action needs to be taken to minimise the roughness.

Change and discontinuity can be unsettling for children. It is important to remember that children can experience powerful emotional reactions of uncertainty, novelty, dislocation, and changed circumstances. Both behaviour and performance may be affected. In schools, the arbitrary age of transfer and the sudden nature of change inevitably cause discontinuity. It is vital to take action to minimise the effects of transition on the child and his/her education.

Whilst some discontinuities are obvious, and highly visible, others are more subtle, but no less significant. Obvious areas are:

- Teaching
- Learning
- Curriculum and Assessment

From the schools’ point of view these are central. From the child’s viewpoint, others may seem equally, or even more, important. These discontinuities may be

- Cultural
- Organisational
- Personal

All can assume great significance for the child and affect the ease of transition from one phase of education to the next. Moving from one institution to another is an event which is very much out of the child’s control. It is easy to underestimate the impact of the experience on one child.

Not all children react adversely to change. Some find change easy to assimilate, and some see it as a positive challenge, and find it stimulating. It is the case that a small but significant minority may find change less easy to cope with. While systems for handling transfer will meet the needs of the majority, it is with the minority that most attention and help will be needed. If we acknowledge that these discontinuities can sometimes occur as children transfer between schools, and if we acknowledge that they can be unsettling to the child, we need to take action to minimise the possible detrimental effects on behaviour, attitudes, and performance which may result. Effective management of the process of transfer can result in strategies to help children experience less unsettling discontinuity, and to cope better with it when they do”.

When a child enters the infant class at Taddington and Priestcliffe School they are usually familiar with the environment. We hold parent and toddler groups in school throughout the year, when toddlers and infants share activities. The infant staff visit Flagg Nursery School in order that they are familiar to the children. The children also make several visits to school during the term prior to entry including the support of parents where required. Additional visits are offered to each family and home visits are offered and encouraged as appropriate.

Information is sent to each family in the form of a school brochure and accompanying letter. Parents are encouraged to visit school with their children and discuss any queries or potential difficulties. A meeting is also held for parents where information is passed on and any questions can be addressed.

Records are sent from feeder schools and include information on the child's achievements, extra-curricular information and health records.

During their time at school children will move from class 1 to 2 and then to class ; the children are prepared for these moves. The children are already familiar with the teacher, the classroom and the other children. They spend at least half a day in their new class where they can ask any questions and experience the new class environment. An opportunity is given for the teacher to explain to the parents any changes between the two classes, e.g. clubs, swimming, library etc. All records are passed on and there is ongoing dialogue between teaching and support staff throughout the year.

Our designated secondary school is Buxton Community School and regular meetings are held between the Headteachers. The children visit the school on several occasions and join in with activities that are prepared jointly by the junior teacher and a secondary teacher. Some of our parents choose to send their child to Lady Manners School in Bakewell, Hope Valley College, St. Thomas More School in Buxton, Kings or Stockport Grammar. Those children also visit the school on several occasions. Members of staff from all schools visit our school to talk to Year 6 pupils. All records of achievement, extra-curricular information and health records are passed on to the relevant school.

Occasionally children transfer to another school. Opportunities are given for children to visit their new school and they are encouraged to talk about the imminent change. Full records and examples of work are sent to the new school. Any child moving to our school mid-phase is given extra help to cope with the social and educational changes where appropriate and possible.

In all cases our aim at this school is to reassure the child and to make the process as pleasant as possible, in order that the child may settle into his new environment.

This document will be reviewed bi-annually.