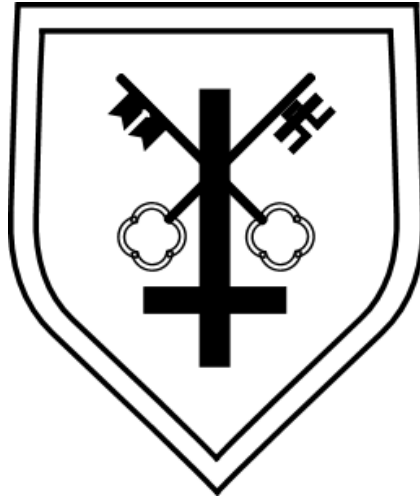




# St. Peter's Church of England

## Transition Policy

Our school vision, values and ethos at St. Peter's CE Primary School are the foundation for everything we do in school. St. Peter's religious character is grounded in its historic church foundation and reflects the principles of the Church of England.

We encourage and promote our Christian values through the various experiences we offer to all our children, and this is summed up in our school mission statement:

#### **Our School Mission Statement:**

At St Peter's CE Primary school, we aim to create a Christian community whereby we live in harmony before God and provide a warm, safe and caring environment with which to learn and grow.

This is demonstrated through our **school motto**:

*Through the teachings of God we Love Others, Value Everyone.*

In accordance with our Christian ethos, values, and mission statement, we, at St. Peter's CE Primary aim to provide a happy, secure environment for all those who visit or work in our school. It is important that an attitude of compassion, love and forgiveness is evident throughout the school – as it says in 1 Peter 3:8 of the Bible:

*'Live in harmony with one another, be sympathetic, love each other, be compassionate and humble'*

**Our school values are:**

**Respect** – for one another

**Honesty** – in the eyes of God and with each other

**Forgiveness** – towards others to enable us to move forward

**Love** – of God and one another

## Background

At St Peter's CE Primary School, we are committed to ensuring an effective learning environment for all pupils.

The balance of pupil characteristics and needs in each class across the two different classes in a year group can have a profound impact on the progress and happiness of each child.

Our school has a continuous enrolment policy; as a result, we take in children throughout the year, placing them in classes where places are available. By the end of an academic year, with children joining and leaving the class, classes can become quite unbalanced in terms of gender, educational, language, personal and social needs, as well as maturity and friendships.

We have a policy at St Peter's CE Primary School of mixing up the two classes across a cohort should such an imbalance occur at any point within the pupils' time here.

## Rationale for the Mix Up approach

- To create opportunities for children to learn and play with a wide variety of peers.
- To develop relationships with a wider group of friends.
- To further develop children's collaborative skills for learning.
- To enable improved social interaction and the development of social skills between different sets of pupils as they move up through the school.
- To ensure that classes remain balanced in response to pupil transfer (mobility), transition between phases and year groups and changes to individual needs within each class.
- To promote a greater sense of community in a large two-form entry primary school (being part of a year group, not just a class).
- To prepare children for secondary school where they will be taught in different classes throughout the year.

## Principles

The arrangements for class mixing are based on the professional judgements of class teachers and teaching assistants and the senior leadership team. The trigger for a potential consideration for the mixing will initially be shared with the Head Teacher and the following considerations will be made:

- We will always consider what is in the best interests of the classes and cohort as a whole when making decisions.
- We will ensure open and transparent communication regarding class mixing, sharing the criteria used in the process, without the need for a parent consultation.
- We will always consider the happiness and welfare of children and will take into consideration existing friendship groups when we create new classes.

- The children will be asked to name five other children they may like to be in a class after the mix up. When teachers allocate children into new classes, they will ensure that each child is in a class with at least one of the children they named.

## Process

- An initial letter to inform parents of any intended year group 'mix-up' is sent out at the start of the summer term 2 (after May half term).
- Class Teachers and Teaching Assistants observe the children's friendships at work and play.
- Class Teachers and Teaching Assistants meet together to plan new classes to ensure a good balance of friendships, range of educational, social and personal needs, gender and maturity are represented in each class.
- Class Teachers and Teaching Assistants will consider the list of friends that children have nominated.
- Senior leadership team meet with Class Teachers to discuss and finalise groupings.
- New class lists are published to parents a month before the end of the academic year.
- Positive well-being support will be provided for any children who may need additional preparation for the change. There will be opportunities as a year group to work together in addition to the collaboration in place already.

## Criteria for Class Mixing

Classes will be mixed to achieve a good balance according to the following criteria:

- Term of birth
- Gender
- Attainment levels
- Range of special educational and learning support needs
- Stage of learning English as an additional language
- Social and personal needs
- Friendships\*

\*Friendships: Over the course of their primary years, children will have a range of friendship experiences. We find that with children some friendships can be very fluid, whilst others can stand the test of time. Taking this into account, when we prepare to draw up the class lists, we will consider the children's relationships with their peers both in the classroom and in the playground and the children's list of children they have named.

Once class lists have been published, changes will not be possible as this would make the process unmanageable. The new class lists will be based on the professional judgements of our team, with the best interests of our children at heart.