

Transition Policy



In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Aims

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles That Underpin the Policy

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / Key stage.
- There is be a professional regard for the information from the previous setting / phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.

Continuity of Teaching and Learning

Within the Multi Academy Trust, we use the following processes:

Transition from Pre-School Settings to the Foundation Stage:

- Discussions occur between our teachers and staff from other settings.
- Individual tours offered to all incoming parents/carers and children.
- Parents/carers of prospective EYFS children are invited to a meeting during the Summer Term.
- Parents/carers receive an 'information pack' with information about the school.
- Prospective Reception children visit school during the term before they start, to become familiar with their new school and setting.
- Nursery staff visit all children in their home environment and/or children attend 'open sessions' during the Summer Term.
- Through observations a base line record is completed within the first few weeks of entry to the EYFS. This will also highlight the needs for any early intervention.
- A meeting for parents/carers during the Autumn Term is arranged to explain the teaching of English and mathematics and the use of Learning Journals.
- EYFS staff are always available before and after school to chat to parents/carers.
- They are proactive in talking to parents/carers about issues that may arrive with individual children.

Transition from the Early Years Foundation Stage to Year 1

- The Year 1 curriculum builds on and extends the experiences children have had during the EYFS where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- The Year 1 classroom aims to reflect a similarity to the EYFS classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas.

Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the EYFS. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Early Years Foundation Stage into KS1:

- Teaching staff meet to discuss the children's progress. EYFS teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well being and development of the child

Information passed onto Year 1 teachers includes:

- knowledge of sight vocabulary;
- knowledge of sounds/phonics;
- reading ability;
- writing - profile level;
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting;
- each of the targets achieved.

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the EYFS curriculum are similar to the key objectives for numeracy and early criteria for literacy skills).

Once transferred to Year 1:

- Children continue to work and be assessed within the FSP for their first term;
- Children not yet having attained Level 1 within the National Curriculum will have their progressed measured against P Levels from the spring term onwards;
- Children return from Year 1 class to the Foundation classroom during Autumn Term for focused learning work and active play.

Transition in subsequent years throughout the school

- Weekly whole school sharing assembly.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- All children visit new classes and work alongside new teachers in the Summer Term.
- Teachers plan initial unit of work with their new class. Thrive activities are an integral part of the transition process and work takes place before and after the summer holiday.
- The first week and a half of term is used as a 'getting to know you' period when children are not on a full timetable.

Annual tracking of children's progress through Interim and Key Stage SATs, spelling, reading and mathematics assessments. Data informs next teacher of targets for the following year.

- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and curriculum opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other.
- Teachers meet to discuss individual children's progress as they move from class to class.
- 'Early intervention' policy for children with additional needs.
- Work from the previous year is stuck in children's new books to ensure consistency of expectation.
- Transfer of records: IEP's and other assessments in the teacher class file.
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling, reading and mathematics assessments. Data informs next teacher of targets for the following year.

Children Joining from Year 1 to Year 6

- Individual tours offered to all incoming parents/carers and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents/carers receive a 'Parents' Pack' with information about the school.
- New children assessed quickly by class teacher and/or SENCO.
- A 'buddy' identified to help the new child to integrate.
- Records from previous school made available to class teacher and SENCO.

Year 6 to Year 7

- Teachers from local secondary schools visit to provide lessons and assemblies throughout the Spring and Summer terms.
- The Year 7 tutors from receiving schools visit Year 6 children to meet the children and discuss their thoughts and concerns ahead of transfer.
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEN) receive additional support before and after transition.
- Transfer of records to secondary school.
- Parents'/carers' evening held annually with representatives and presentations from secondary schools contacted to the school.
- Year 6 children attend their prospective secondary school for a Transition Day during the Summer Term.
- Year 6 children engage in transition units in association with the secondary schools.

Date of approval: Autumn 2 2017

Signature: Head Teacher

Signature: Chair of Local Governing Body

Renewal Date:

A signed copy is held in the Executive Principal's MAT Office