

# Earlsmead Primary School

## Transition Policy

<b>Policy summary</b>	The school's responsibilities relating to the transition of pupils.
<b>Affects</b>	Pupils
<b>Last approved revision date</b>	Spring 2021
<b>Next review date</b>	Spring 2022

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.

Care and attention is given to each stage of the individual's transition to, through and beyond the school.

### **Aims of This Policy:**

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. EYFS to KS1, can be especially so, due to the change of 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. It is therefore the aims of this policy to:

- Promote the smooth transition of children at the start of each new setting
- Prevent and alleviate stress
- Promote the continuity of teaching and learning
- Address issues of planning and assessment as well as whole class organisation and teaching styles

### **Principles that Underpin the Policy**

The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/ carers, existing staff, receiving staff and , if age appropriate, with the child.

Discussions and collection of information will focus on the whole child and not just child development or academic achievement eg. Routines, interests, family unit, relevant medical information alongside any additional needs.

- Timescales are variable to meet the individual needs of the child
- Other relevant information eg. social care issues, special educational needs, looked after child etc.(all compliant with General Data Protection Act) will be shared on a 'need to know' basis
- 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 are not pre-conceived notions of what is appropriate for the next phase/ Key Stage
- 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**

At Earlsmead Primary we use the following processes:

#### ***Transition from Pre-school to the Early Years Foundation Stage***

##### ***From Home to Nursery***

Nursery Staff arrange a home visit with all the children who begin nursery at the start of the academic year. Later admissions will meet with the class teacher in school.

At the home visit we ask parents/ carers to talk with staff about their child's interests. Strengths, pre nursery experiences, medical history and general information about the child and family as a whole. This enables the staff to plan for the child's needs.

A nursery booklet containing information about the setting is given to all parents.

Intake of nursery children is staggered to enable key worker to settle their key children and to spend time developing routines.

We have 2 year olds in our Two Year Old Programme (2YOP)

### ***Transition from the Two Year Old programme to school nursery***

Home visits are carried out by the nursery staff before the child starts in the September.

Children who are rising 3's spend a couple of hours in the nursery with a Crèche worker on a weekly basis (in the second part of the summer term) and this is built upon so they spend a morning session getting to know the nursery staff and the routines.

All assessments, special books and observations are handed over to the nursery staff.

### ***Nursery to Reception***

An open day is held for all children who come into the Reception class.

Timetabled meetings between Nursery and reception staff take place after the open day.

Whenever possible, the Nursery Nurse and reception class teacher will visit the nursery to meet the children.

Nursery children's special books are sent to the new Reception staff.

The Key Worker system is still used in Reception where each child/ family has a named adult to whom they can talk to.

### ***Transition from the Early Years Foundation stage to Year 1 (Key stage 1)***

We recognise that for some children this stage of transfer can be more problematic so in order to try and ensure a smooth transition we have looked at several areas: familiarisation, approaches to teaching and learning and the transfer of information.

#### **Familiarisation**

- Attending assemblies together as a whole school
- Joint playtimes with Key Stage 1 children and staff, with shared equipment / activities
- Children encouraged to visit Year 1 to share good work
- Special Books to be taken up to Year 1. Special Books sent home after being shared with the teacher/ class
- Year 1 teacher to spend time in the summer term with Reception class- reading story, child initiated play etc.
- A few sessions of shared golden time in the second half of the year
- One visit to work in Year 1 in July
- Year 1 classroom to reflect a similarity to the Reception classroom as it exhibits areas of learning available to the children eg. role-play, art and creativity, ICT, listening, reading / and writing areas
- Meet the teacher Parents/ Carers' Evening
- Transition workshop for Parents/ Carers in the Summer term

#### **Approaches to Teaching and Learning**

- Opportunities in the first term for child initiated play

- Opportunities for Role Play areas
- Continued use of Kinaesthetic teaching
- Take time to observe the children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided accordingly
- Outdoor Play opportunities

### **Transfer of Information**

- Year 1 teacher made fully aware of EYFS Profile for each child. These are passed onto the Year 1 teacher in the summer term. Individual scores are also collated onto a spreadsheet to indicate the class profile.
- Phonics Phase tracking sheet passed on along with knowledge of High frequency/ tricky words
- Children who may need additional help are highlighted
- Reading/ writing/ numeracy assessment and tracking data
- Groupings and seating charts
- Stages of development document
- Special writing book
- Profile book (to be returned home after shared with teacher)
- Additional information about the child ie. allergies, IEPs
- SEN folder
- Behaviour book

Information is used group pupils, adjust / fine-tune curriculum and set future targets. Links are made between Early Learning Goals and the National Curriculum, wherever possible. 4

## **Once transferred to Year 1**

Children continue to work and be assessed within the Stages of Development for their first-term

Children who have not yet attained Level 1 within the National Curriculum will have their progressed measured against P levels/ Working towards (W+) from the Spring term onwards

## ***Transition from Year 2 (Key stage 1) to Year 3 (Key stage 2)***

Due to the children moving across Key Stages, Earlsmead's Learning Mentors meet with the Year 2 children for numerous sessions within the summer term. These sessions include:

- Circle time discussions about any anxieties or worries regarding transition
- Visits around the Junior building and into the Junior Playground
- Playtime sessions within the Junior Playground with the Junior children

## ***Transition in subsequent years throughout the school***

Throughout the child's time at Earlsmead Primary, a smooth transition from class to class will be encouraged by:

- Whole school assemblies as well as a whole school sharing good work assembly
- Children encouraged to share good work with teacher of 'next class'
- Teachers meet in the Summer term to discuss individual children
- All children to visit new classes and work alongside new teachers during an agreed slot in the summer term
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling, Numeracy, and reading assessments. Data informs next teacher of the targets for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based 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
- Targets in reading, writing and numeracy could be continued over from July to September
- Special Writing books move with the children to provide evidence of previous years' progress and targets
- Buddy system for new children
- Transfer of records:
  - - SEN Pupil Profiles
  - - assessment data
  - - Profile folder(including parent consultation forms)
  - - ability groupings for Literacy, Phonics and Numeracy and seating charts
  - - Special books
  - - Reading folders
  - - Sketch books

## ***Children joining the school from Year 1 to Year 6 (read in conjunction with the Mid Phase Admissions Policy)***

- Individual tours offered to all incoming parents and children
- Time for the child to stay with the current class is also offered to help get acquainted with their new surroundings
- Buddy system in classroom to help the new child integrate
- Initial assessments done by EMA Subject leader

- New children assessed quickly by class teacher
- Parents receive a Parent pack with information about the school
- Records from previous school made available to class teacher
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### ***Transition from Year 6 to Year 7***

- Teachers from secondary schools visit Year 6
- Identified children (SEN) receive additional support before and after transition, coordinated by the Inclusion Manager. This may include additional visits to receiving school.
- Formal meeting between 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 of each child
- Transfer of records to secondary school. Professional meetings for key vulnerable children coordinated by Inclusion Manager
- Year 6 children attend their prospective secondary school for a Transition day during the summer term
- Year 6 children engage in transition units in Literacy and Numeracy in association with secondary school in the 2<sup>nd</sup> half of the Summer Term
- Children may be identified as benefitting from a Secondary School 'buddy' to help them transfer to secondary school
- Sessions in various subjects take place at a secondary school for children from Years 5 and 6
- Ensuring that parents/carers have completed secondary forms on time and correctly. Offering support as necessary
- Learning mentors to work closely with office admin to ensure that all children have been allocated a school/ secondary place. A workshop is run by Learning Mentors to help fill in secondary school forms
- Learning mentors liaising with secondary colleagues and contributing to meetings involving other professionals involved in secondary transfer
- Learning mentors work with Year 6 children in second half of summer term

### **Equal Opportunities**

We recognise that for some children eg. SEN children, looked after children, English as additional language etc, transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/ support, whatever their race/ colour/gender/beliefs, at an early stage and that the receiving teacher is made aware of this.