

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 through early meetings between staff, parents and outside agencies to address any concerns and ensure resources and adaptations are in place.

### **Principles**

- 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 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.

Effective transition takes time, and is a process rather than an event.

Transitions are not overlooked or left to chance, but thought about and planned in advance.

Feedback from children and parents is encouraged and valued.

### **Practices**

#### **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 and children.

Parents are invited to a 'New to Reception' meeting which is used as an opportunity to introduce parents to staff.

Staff visit all children in their early childcare settings during the summer term.

Home visits are offered and carried out when parents request.

Prospective Reception children and their parents are invited to attend school events such as; the summer BBQ, Sports Day and many other vents that take place during the summer term.

Prospective Reception children visit school during the term before they start on several occasions and work alongside staff and current reception children, to become familiar with their new school and setting.

Children are paired up with an older child on their first day of school, in the school's buddy program.

Coffee mornings are run on the first day of term to reassure anxious parents.

Parents are invited to record both theirs and their child's feelings on the transition form sent home.

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 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.

They are proactive in talking to parents about issues that may arise with individual children.

### **Transition from the Early Years Foundation Stage to Year 1**

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.

The Key Stage 1 classroom aims to continue the independent learning in EYFS whereby the children complete an adult led activity and then have the opportunity to choose a task to build skills and further understand.

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.

Children in EYFS and KS1 join together and share trips.

Throughout the year, but especially during the Summer Term EYFS and KS1 come together for joint activities.

Children in EYFS are given lots of opportunities to visit their new classroom and teacher.

### **Before the children move from the Early Years Foundation Stage into Key Stage 1:**

- Teaching staff meet to discuss the children's progress. Foundation Stage 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 Yr 1 teachers includes:

- Knowledge of sounds/phonics.
- Reading ability.
- Writing – profile level.
- A copy of each child's Early Years Foundation Stage Profile (EYFSP).

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 Foundation Stage 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.

Teachers meet in the summer term to discuss individual children.  
All children visit new classes and work alongside new teachers in the summer term.  
Theme planning explores children's prior knowledge and questions what the children would like to research.

### **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.
  - Annual tracking of children's progress through formal test results, Assessing Pupil Progress (APP) assessment records, 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.
- Staff meet regularly to identify and discuss children who require support.
- Teachers meet to discuss individual children's progress as they move from class to class.
  - Targets in reading, Writing and numeracy are continued over from July to September.
  - Target books move with children to provide evidence of previous years' progress.
  - Transfer of records: IEP's and other assessments in the Assessment and Pupil Tracking File.

### **Children joining our school from Year 1 to Year 6**

- 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 the acquainted with their new surroundings and build relationships with their peers.
- Children are offered the opportunity to come for a 'Taster Day'.
- 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**

- Parents evening held annually at Prospective Secondary Schools.
- Teachers from local secondary schools visit Fountains Church of England Primary School to meet with pupils.
- The Year 7 tutors from receiving schools visit Y6 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.
  - Year 6 children attend their prospective secondary school for a Transition Day during the summer term.
- Year 6 pupils participate in a cluster transition day in the summer, giving them the chance to meet up with other children joining the same Ripon secondary school.

### **Vulnerable children**

Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENCo.

## **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>Transition Policy</b>
<b>Signed Chair of Governors:</b>	
<b>Date Signed:</b>	
<b>Governors Meeting Ratified:</b>	<b>15<sup>th</sup> October 2015</b>
<b>Review Date:</b>	<b>Autumn 2018</b>
<b>Review schedule</b>	<b>Every three years</b>