



A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School TRANSITION POLICY

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Defining the Terms

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

- 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

At Whitminster C of E Primary School, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Inviting parents to visit the school with their child.
- Having a meeting with new parents prior to children entering school, to familiarise them with school life.
- Home visits organised in Summer Term
- A timetabled induction programme on a Wednesday afternoon so that the children get used to coming to school for assemblies, story time and so they can begin to see where things are.
- Each child has a home/school agreement which parents and pupils are asked to complete before the child starts school.
- In September, we have an induction week where the Yr R children attend part time thus ensuring a stress free, happy, calm start to school life. This also helps each child to become familiar with the school environment and routine. The transition from part-time to full time attendance will be negotiated between staff and parents and full details are given at the induction meeting.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics.

Within the first few weeks of starting school, each child will be assessed in the areas of learning set out in the Early Years Foundation Stage (EYFS). This is known as 'Baseline Assessment'. Appropriate support and teaching will be delivered to suit the individual needs of your child.

Pre-school settings

We liaise with our local playgroups and nurseries and receive a transition record outlining areas of the EYFS that have been completed in these settings. This is used to inform our baseline. We also receive relevant information that will make the transition as smooth as possible and to ensure that existing needs are met.

Transition from the Foundation Stage to KS1

'THE TRANSITION BETWEEN THE EYFS AND YEAR 1 SHOULD BE SEAMLESS.....THE POSITIVE RESULTS ARE OBVIOUS IN CHILDREN'S OUTCOMES. THERE SHOULD NOT BE A SIGNIFICANT CHANGE IN CHILDREN'S EXPERIENCES BETWEEN RECEPTION CLASS AND YEAR 1 – BOTH SETS OF TEACHERS SHOULD WORK TOGETHER TO ENSURE THAT CHILDREN'S EXPERIENCES IN RECEPTION CLASS PREPARE THE GROUND FOR THEIR MOVE TO YEAR 1, AND THEIR TIME IN YEAR 1 BUILDS ON THE SUCCESSFUL PRINCIPLES AND APPROACH ENCAPSULATED IN THE EYFS' **DAME CLARE TICKELL - THE EARLY YEARS: FOUNDATIONS FOR LIFE, HEALTH AND LEARNING**

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 a creative, hands on method of teaching and learning.

The KS1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and an outdoor area.

Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established.

Children in KS1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Information passed onto Yr 1 teachers includes:

- knowledge of sight words
- knowledge of phonics taught
- reading ability
- Writing – profile level
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved
- All staff have access to records/data held on the school's on-line tracking programme, Sonar

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 pre-Key Stage 1 standards from the spring term onwards.

Transition in subsequent years throughout the school

- 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 on Transition Day in the summer term.
- Termly tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, a buddy system, 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
- All data is up to date and staff from all classes have access to the pupil's markbook, annual report and tracking data
- My Plans and My Plans+ are passed to the next teacher
- Parents information evening is held early in the Autumn term to explain routines, expectations, curriculum organisation etc.

Children Joining from Y1 to Y6

- 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.
- Parents receive the school prospectus with information about the school
- New children assessed quickly by class teacher and/or SENDCO
- Each child is given a buddy
- Records from previous school made available to class teacher and SENDCO.

Transfer to Senior School

We have excellent links with a number of secondary schools in the area. These are Severn Vale, Stroud High School, Rednock, Maidenhill and Marling.

Although our catchment area is Maidenhill, we are well placed to send children to other schools in the area. When your child is in their final years at primary school, you will receive up to date information from a variety of schools and will be invited to visit them.

- The Y7 tutors visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer
- FSW does some transition work in the Summer Term
- 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
- Y6 children attend their prospective secondary school for a Transition Day during the summer term