

Policy: Transition Policy**Date: January 2020****Review date: January 2023****Authorised by: Governing Body****Updated by: EYFS Lead**

Building foundations for a love of life, a love of learning and a love of one another.

Introduction

The school aims to provide an inclusive learning environment that supports children with a wide range of needs. All staff, and the Governing Board of Upton St Leonards C of E Primary School are committed to the welfare of every child. Care is given to each stage of the child's transition to, through and beyond our school.

Aims of this policy

Entering a new situation, for example, a new classroom and a new teacher, can be a stressful time, and some points of transition, such as Foundation Stage to Key Stage 1, can be especially so, due to the change of a 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Child under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.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 or key stage.
- Prevent and alleviate stress.
- Promote continuity of teaching and learning.

Key principles

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents, existing staff, receiving staff and, if age appropriate, with the children themselves.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement, i.e. routines, interests, family unit, relevant medical information, alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of all children.
- Other relevant information e.g. social care issues, special educational needs, looked after child etc. (all compliant with the Data Protection Act) will be shared on a 'need to know' basis.

Upon entry to EYFS /Reception Classes (Foundation Stage)

The following steps are taken to ensure that both the child and parents are happy, confident, informed and relaxed about our school.

- An information pack (including link to school website prospectus) is sent to all parents.
- Invitation to a Welcome meeting in the summer term where parents can meet staff and find out about how to prepare for their child starting school.
- School staff visit local pre-school settings prior to the new intake starting, to meet and observe the children in familiar surroundings.
- Tours on open days and if necessary, individual tours of the school, are offered to new parents and their children.
- Welcome events are held in the summer term to help familiarise both parents and children with the school setting. We invite families to a 'Teddy Bears' Picnic', 'Welcome lunch' in the school hall, a 'Stay and Play' coffee morning and another play session in the child's new classroom. (See appendix 1)
- Transition booklets are sent out to all children and their families to help familiarise children with their new classroom, school setting and teaching staff.

- Guardian Angels are allocated to each child and our new children receive a letter from their Guardian Angel in the summer holiday, where they introduce themselves and a photo is included to provide another familiar face. In their first term, children meet with their Guardian Angel for story times and they also take on the role of being their playtime buddy should they need one.
- Home visits at the start of the autumn term provide opportunity for parents to discuss any concerns and ask any questions they may have. It is an opportunity for children to meet their teacher and teaching assistant in a familiar environment. Staff take a photo of the child with a transition toy, e.g. a bear dressed in school uniform. These photos are then displayed in the child's classroom prior to them starting school, providing a talking point and giving children a sense of belonging from their very first day in school.
- We have a staggered intake with the class split into 2 groups based on age. Children attend 2 weeks of a morning or afternoon session. In the third week all children attend in the morning and stay for lunch. Following this, all children are full-time, although this is flexible based on the individual child's needs.

EYFS (Foundation Stage) to Year 1 (Key Stage 1)

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

Familiarisation:

- The younger pupils are paired up with 'buddies' from an older Year 1 buddy class. They meet approximately every 2 weeks in the summer term.
- KS1 and EYFS children have joint assemblies throughout the year.
- KS1 and EYFS children have joint playtimes AM / PM throughout the year.
- Year 1 staff take the EYFS children for story times in the Year 1 classrooms at regular intervals during the summer term.
- Year 1 teachers do 'drop ins' and some group teaching in the summer term.
- EYFS pupils are encouraged to visit Year 1 classes to share good work with Y1 teachers.
- EYFS Lead and Year 1 staff hold transition meetings for parents and children to meet their Y1 teacher in their new classroom.
- 'Move up' morning in the summer term where children work with their new teacher and teaching assistant in their new classroom. Children complete a 'Passport to Y1' to tell their new teacher about themselves.

Approaches to teaching and learning:

- During the Spring and Summer terms, EYFS teachers plan for children to work more independently as groups. During their last term in EYFS pupils are expected to work on some learning tasks in a whole class context.
- During the Summer term, staff take on aspects of the Year 1 curriculum in their planning and teaching.
- During the first Autumn term pupils have some access to daily free choice activities and planning is adapted to include these free choice activities.
- Assessment information is used to plan for those children still working on ELG's in order that they still have access to the Foundation Stage curriculum and play-based learning.
- During Autumn 1 in Year 1, during morning sessions we encourage free flow provision to link indoor and outdoor learning.
- A continued kinesthetic teaching approach is used.
- EYFS staff 'drop in' and help with group work in the first 2-3 weeks.
- 'Open door' afternoons in the Autumn term provide opportunities for parents to talk to their child's teacher and see their new classroom.

Transfer of information:

EYFS teacher pass on to Year 1 teachers the following information:

- Data sheets (paper copies and on Insight) showing progress and attainment made during EYFS and those children achieving /not achieving GLD (Good Level of Development).
- Children identified as having aspects of the EYFS curriculum that they are still working on (children who did not achieve the 'expected' level at the end of EYFS). Children identified as having 'exceeded' in any areas.
- Reading diaries (with new books chosen for each pupil), Learning Journeys and writing books and reading records.
- Reading book band progress chart and phonics tracking sheet to identify which Letters and Sounds Phase children are working at.
- Mathematics overview identifying which aspects children are secure /not secure.

Class to Class (Throughout KS1, KS1 to KS2 and throughout KS2)

Throughout the child's time at Upton St Leonards C of E Primary School smooth transition from class to class will be encouraged and supported by:

- Pupils attending whole-school Collective Worship and weekly Achievement Assemblies.
- Buddy class partner work.
- 'Teacher meets' in Summer 2 between 'old' and 'new' class teachers to discuss individual pupils.
- 'Move up' morning to visit new class and teaching staff in Summer 2.
- Sharing of 'current' individual end of year reports.
- Sharing of pupil progress and attainment data.
- Opportunity to have story times with the new teacher.
- Staff undertake 'drop ins' in Summer 2 to familiarise themselves with children.
- Regular 'Open door' afternoons allow parents and children to visit their new class.

Transfer of records Y1 –Y6:

- Phonics assessment and phonics test score (as applicable).
- High Frequency Word assessment (as applicable).
- Reading records and reading diaries.
- English and Maths books. Sketch books, R.E work and topic books.
- Progress and attainment data
- Behaviour records- any that are specific to individual pupils.
- Copies of any 'formal' testing during previous year.

Primary (KS2) to Secondary (KS3):

- Transition work is completed in Summer 2 as and when locally agreed between the schools.
- One- three day visits to new secondary schools (where offered).
- Sport /PE and Design and Technology sessions /visits to local secondary schools (where offered).
- Identified children (SEN, LAC) receive additional support before and after transition.
- Transfer of records to secondary school.

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc. transition may be a stressful period of time, that can affect their progress. Hence, we identify those requiring special attention or support, whatever their race /colour /gender /beliefs at an early stage and ensure the receiving teacher /school is full informed. Where necessary, a more extended and personalised transition programme is structured for the individual, whether within a key stage, or across a key stage.

Appendix 1

Example: Timetable for children starting school in September 2019

Thursday 20th June	New parents ' Welcome ' meeting (6PM)
Tuesday 25th / Thursday 27th June	<p>Teddy Bears' Picnic You are invited to come along with your child for a Teddy Bear's Picnic. Your child can bring their favourite teddy and a picnic for you to share. They might like to have some bear themed food in their picnic, e.g. teddy shaped sandwiches, Pom Bears or honey sandwiches?! We will have teddy themed activities for your child to enjoy before we all have our picnics! Please bring your own rug or picnic chairs to sit on as we will be out on the grass, weather permitting.</p> <p>Group 1: Tuesday 25th June, 11.00 – 12.00 Group 2: Thursday 27th June, 11.00 – 12.00</p>
Wednesday 3rd July	<p>Welcome Lunch for parents and children You are invited to buy a school dinner for you and your child or bring packed lunches to eat in the dinner hall.</p> <p>Please arrive at 11.15 am</p>
Thursday 4th July	<p>Parents' Stay and Play session in your child's classroom. Stay and play with your child for the first half an hour. Then if your child is happy to stay in class with their teacher and teaching assistant, you are welcome to have coffee or tea and biscuits in the school hall for the second half of the session.</p> <p>Group 1: 9.15 AM – 10.15 AM Group 2: 10.45 AM – 11.45 AM</p>
Thursday 11th July	<p>Class play session We hope that your child will join us for a play session in their new classroom. You can leave your child with their teacher and teaching assistant during this session. If necessary, you are more than welcome to stay with your child for some or all of this session, depending on your child's needs.</p> <p>Group 1: 9.15 AM – 10.15 AM Group 2: 10.45 AM – 11.45 AM</p>
WB 19th or 26th Aug	Holiday club session
WB 9th September	Home Visits: Your child's teacher and teaching assistant will visit you at home to give staff the opportunity to meet your child in a familiar setting before they start school. We will use this visit to find out more about your child and their needs.
WB 16th September	Home Visits
WB 23rd September	<p>Group 1: Mornings only (8.50 am – 12 noon)</p> <p>Group 2 : Afternoons only (1pm – 3.10 pm)</p>
WB 30th September	<p>Group 1: Afternoons only (1pm – 3.10 pm)</p> <p>Group 2 : Mornings only (8.50 am – 12 noon)</p>
WB 7th October	Groups 1 and 2: Mornings only with free hot school dinner (8.50 am – 1.30pm)
WB 14th October	All children full-time (8.50 am -3.10pm)
WB 21st October	All children full- time (8.50 am -3.10pm)