

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 For Policy

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 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 Lothersdale Primary School, we use the following processes:

Transition from Pre-School to the Foundation Stage

- Individual tours offered to all incoming parents and children by the Head teacher
- Parents receive an 'information pack' with information about the school
- During the second half of the summer term prior to them starting school all children are invited to attend 6 afternoon sessions in Class 1 where they become familiar with staff, friends and surroundings.

If it is felt that additional visits by school staff to a child's pre-school setting would be beneficial this is also arranged. Children begin to feel part of their new school and are able to discuss this shared experience with their families over the summer holiday in preparation for the September start.

- Following the third afternoon session parents are invited to a welcome evening where they meet staff and we discuss how the autumn term will proceed for their children. Practical information about school uniform, the school day and Parent Pay are also introduced at this time. Parents are also informed of a further information evening held in the autumn term which focusses on EYFS curriculum and the role parents can play in supporting their child's education at home.
- On the final visit of the summer new children and parents are invited to have a school dinner to ensure this experience, with the whole school, is not daunting for children as they start school in September.
- In September children attend full days at school from the outset, however to ensure a successful start for all individuals, arrival and home times can be varied in the first few weeks for example if a child has special needs, is particularly young or has not attended structured pre-school.
- Through records from the previous settings and observations of children a baseline record is completed within the first few weeks of entry to the Foundation Stage. This will also highlight the need for any early intervention.
- The EYFS curriculum and environment in Class 1 reflect good nursery practice offering children clear areas of play and exploration, a focus upon their interests and fascinations and a strong moral guide to help children care for and respect one another and support them to become confident, questioning learners.

Transition from the Foundation Stage to Y1

- The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinesthetic approach to teaching and learning is maintained and built upon to offer a creative, hands on method of teaching and learning.
- The Year 1 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, 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 Foundation Stage and for those children who did not achieve a 'Good Level of Development' in the EYFS personalised intervention plans are followed.

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 Foundation Stage into KS1:
 - A meeting is held for FS parents in the summer term to inform them of the change in the curriculum as the children move into Year 1 in September.
 - The Year 1 teacher visits the FS children in their class in the summer term.
 - The FS children visit the Year 1 classroom four times in the summer term.
 - 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 sight words
- knowledge of letters and sounds (phases)
- reading ability - APP assessments
- Writing - profile level
- Maths - APP assessments
- 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.

Once transferred to Year 1:

- Children not yet having attained Level 1 within the National Curriculum will have their progress measured against P Levels from the spring term onwards.
- Children will be continually assessed in reading, writing and maths in line with children from Y2 upwards
- Children continue to access the FS play area to participate in outside activities as appropriate to support their learning.

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 on four 'Transition Days' in the summer term.
- Termly tracking of children's progress through Optional 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, buddy systems, PE coaching, Playtime Leaders activities and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and each other.
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children and termly intervention timetables.
- Assessment books move with children to provide evidence of previous years' progress and targets
- Transfer of records: IEP's, Assessment Books, Optional SATs and KS SATs results, ability groupings for literacy and maths, previous years' reports

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 them acquainted with their new surroundings.
- Parents receive a School Prospectus 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.

Y6 to Y7

- Teachers from the secondary schools visit to provide lessons and assemblies in specific subjects (e.g. Sports/ PE, ICT, maths, science)
- The Y7 tutors from the secondary 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 schools 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
- Y6 children engage in transition homework for the second half of the summer term where they are given daily homework tasks in line with a secondary school approach that have a range of different deadlines. This supports children to become independent and learn how to organise their time effectively.
- Sessions in sport/PE, literacy, numeracy and science take place at the secondary schools for children in Year 6



Lothersdale Primary School
TRANSITION POLICY



Year 7

- A transition questionnaire is sent to all Year 7 children at the end of their first term at secondary school to evaluate transition arrangements. Feedback is shared with staff and governors and where necessary transition procedures are reviewed.

Approved by the Governing Body Summer 2014

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Policy to be reviewed Summer 2017

Signed by: (Governor)