



OXLEY PARK ACADEMY

TRANSITION POLICY

Rationale

Transition from one national curriculum year to the next has a huge impact on children's lives. This policy is in place to ensure transition throughout Oxley Park Academy is smooth for each and every child. If children feel happy and knowledgeable about their move this will have a direct impact on their academic standards and more importantly their well-being. This policy will outline the procedures every teacher will undertake during the summer and autumn terms to ensure children are confident about moving up to the next year group.

Aims

We aim for our children to:

- Feel confident and happy when they return to school for the new school year.
- Feel that they know the class adults and their classmates well and also that the class adults know them well.
- Feel that they have an understanding of basic rules and routines within their new class.
- Feel that they have been listened to with regards to their friends in their class.

We aim for our parents / carers to:

- Feel that they know all adults that work in the class.
- Feel that their children are confident and happy to move into their new class.
- Feel that they are informed about any major changes in the curriculum that the new year group might bring (eg Foundation to Year One).

We aim for our staff to:

- Feel that they know their new class.
- Be informed about any issues with individual children (eg: parental circumstances, medical).
- Have an opportunity to meet the parents/carers of their new class.
- Feel that they have informed the decision about how their class moves through the school.

Planning

Events have been planned into the school transition curriculum and they will be carried out by every class. They are as follows:

Children will list 3 children with whom they work well (Summer 1)

On a given day teachers spend a circle time explaining about the transition and ask children to list 3 children with whom they work well. This can then be taken into account when planning new classes.

Teachers will be asked to give their recommendations for the next classes if there are to be changes; Principal will request this in the first half of summer term or beginning of second half dependent on staff workload.

Teachers and other adults need to consider behaviour/friendship problems with potential class mates. They need to take into account the children's views as given in their friendship list Teachers also need to identify SEN, gender, EAL children to ensure a balance in each class.

A letter will be sent home to parents/carers telling them the class their child will be in and the adults they will be with.

There will be several dedicated times for teachers to get together to discuss children they will have in September. This will also include specific time for SEN and vulnerable children.

This is a chance to let the adults get a good picture of a child's areas of strength and where support may be needed. It also allows information sharing about any genuine issues such as medical or other needs that their new children have. This is to be a positive interaction between adults to ensure all necessary information is passed on efficiently. Staff will share One Page Profiles of the children in their class to ensure the new teachers have information on the whole child.

Several afternoons and days during the second half of the summer term will be spent with new classes – 'Transition afternoons/days'

Parents/carers will have the chance to meet their child's new teacher for an informal drop in – 'Meet the new teacher'

This will be an informal event. It is a chance for the parents and carers to see the child's new environment and know where they will be picking them up from in September. They can also meet the adults that will be working with their children.

All children will be given a diary to fill in over the summer holiday – 'Summer scrapbook'

These will be special scrapbooks that the children can bring back in to tell the adults and rest of the class what they have been doing. They will then be kept in the class libraries to allow children to look at each others'.

Teaching and Learning

Class teachers and assistants will need to plan the Autumn term curriculum carefully to ensure the transition between year groups is as smooth as possible for every child. This will be done in teams and on an ongoing basis to ensure all needs are met within the class teaching. Setting up of routines will be the main focus for the first few weeks.

Equal Opportunities and Inclusion

Individual needs must be considered when planning for new classes. All the transition events which are detailed in this policy will give teachers the information they need to make sure all children are happy and settled in their new class. This will then ensure that children achieve their full potential in each class they are in.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers should be aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn.

Role of the Transition Manager

The role of the Transition Manager is to:

- Monitor the success of transition events and ensure they are meeting the needs of our children.
- Co-ordinate the transition events each year, making sure the relevant dates are in the diary and all staff are aware of what they need to do.
- Lead the transition process in school and inspire enthusiasm in all school adults for the transition process.
- Monitor the use of resources and request and manage a budget if needed

Resources

Dedicated resources have been purchased for transition. This will be monitored by the transition manager.

Health and Safety

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy

Reviewed: Summer 2014

Next review: Summer 2016