



Transition Policy

Rationale

Entering a new classroom with a new teacher can be a difficult time. It is vital that this change is viewed as a process rather than an event and that it is well planned. The process should be discussed with both pupils and parents and children must be supported at every stage. Through careful planning and clear continuity, transition into the Early Years Foundation Stage and then into Key Stage One, transition from KS1 into KS2 and then from KS2 into high school can be exciting times in a child's school career.

Aims

At Milecastle we aim to:

- ensure continuity between settings and key stages.
- ensure that pupils' social, emotional and educational needs are addressed appropriately at every stage of the transition process.
- involve parents/carers in the transition process and keep them informed throughout.

Guidelines

Transition from a Pre-school setting to Milecastle's Reception class

- EYFS staff visit feeder nurseries and pre-schools wherever possible to meet the children and observe them in a familiar environment.
- Parents/carers are encouraged to view the school prior to applying for a place in the Reception class.
- 'Buddies' from year 5/6 write to new Reception children before the start of the new school year, describing their favourite aspects of school life. In the autumn term, the new Reception children are given the opportunity to meet their 'buddies.'
- A meeting for parents/carers is held prior to the start of the new term. A welcome pack is given to all parents/carers and information provided on the organisation of the EYFS.
- Open afternoons take place in the summer term to allow future Reception pupils and their parents/carers to spend time together in the classrooms.
- Staggered induction allows staff to spend quality time getting to know each child and to introduce new routines gradually.
- Parents' evenings take place during the autumn term to allow parents and teachers to discuss how well each child is settling in.
- Parents/carers are encouraged to attend practical sessions in their child's classroom each Friday morning. This provides them with an insight into the daily activities their children are involved in.

Transition from the Early Years Foundation Stage to Key Stage One

The transition process from Reception to Year one uses a range of strategies which fall under three main categories: induction, continuity and communication.

Induction

Children in the Foundation Stage are valuable members of the school and take an active role in school life. Links are made with the Year 1 staff and pupils throughout the Reception year.

- Children are encouraged to take pieces of work to show the Year one staff.
- Afternoon playtimes for Reception, Year 1 and Year 2 allow the children to become familiar with the KS 1 staff.
- Reception children take an active part in the EY/KS1 Christmas performance. This allows them to meet and work with the KS1 staff and children.

During the summer term, planned activities help to further strengthen the links between Reception and Year 1 and help Reception children to become more familiar with the Year 1 staff.

- The Year 1 class teachers and nursery nurse take story time in Reception.
- Small groups of Reception children spend time with 'buddies' in the Year 1 classrooms.
- The Reception class makes regular visits to the Year 1 classroom and take part in a mini topic. The work resulting from this mini topic is displayed on the walls in the Year one classroom at the beginning of the next school year.

Continuity

The transition process is very gradual and many aspects of life are kept the same as children move from Reception to Year one.

- Similar routines are adopted at the beginning of Year 1.
- Play-based learning is continued into Year 1.
- Year 1 have timetabled access to the outdoor area.

Communication

At Milecastle, the staff in the EYFS and KS1 work closely to ensure a smooth transition process is possible.

- Regular team meetings take place between Reception, Year 1 and Year 2 staff.
- The Year 1 teachers have a thorough understanding of the EYFSP. Staff meet on a number of occasions to discuss any data and the current interests of the children. This helps the Year 1 staff to plan appropriately so that the needs of all learners can be met.
- Reception staff take time to talk to both the whole class and individual children, providing opportunities to discuss any questions or anxieties.

Transition within KS1 and into early KS2

During the summer term, planned activities help to further strengthen the links between Year 1 and Year 2 children and Year 2 and Year 3 children. This is carried out alongside the EY/KS1 transition process with children spending time in their new Y2/3 classroom on a planned programme of activities. Children will have met and spent time with staff in the classroom in which they will be based from September.

Information about the children will be shared with staff in the receiving year group. This will cover: SEN, achievement and progress, friendships, behaviour and attitudes and any medical or other relevant confidential information.

Transition within KS2

Children will have met and spent time with staff in the classroom in which they will be based from September.

Information about the children will be shared with staff in the receiving year group. This will cover: SEN, achievement and progress, groupings and support, behaviour and attitudes and any medical or other relevant confidential information.

Transition from KS2 into high school

Most of the children at Milecastle transfer to Walbottle Campus at the end of Y6. Throughout their time at Milecastle the children have the opportunity to visit Walbottle to take part in a variety of sporting or other learning activities and increase their familiarity with the site.

Staff at Walbottle visit Milecastle to speak to parents/carers and the children. This process often begins as early as Y4 when parents/carers are beginning to make choices about secondary schools. Walbottle also hosts Open Evenings to which parents/carers are invited.

In the summer term preceding the move to secondary school the following activities take place:

- meetings between school staff to discuss achievement, progress, friendship groups, confidential and relevant information. All data relating to achievement and progress is transferred.
- All records e.g. SEN are transferred.
- Walbottle staff are invited to end of year SEN reviews involving Y6 children and their parents/carers.
- Transition Days (2/3) in the summer term.
- Maths and literacy work in the summer is carried out in exercise books supplied by Walbottle and continued in September.

- The text 'Kensuke's Kingdom' is provided by Walbottle so that it can be a focus in the summer term and developed in September.
- Meeting between Milecastle SENCO and Walbottle staff to discuss needs and good practice.
- Children identified as vulnerable may attend additional transition activities at Walbottle or receive support base at Milecastle.
- The Family Welfare Officer may be enlisted for additional support for vulnerable children.
- Summer school activities are often arranged for small groups of children.
- A bus induction programme is carried out for Y6 children in the summer term.

For those children who transfer to other schools

All information relating to children is transferred to the receiving school on request and children are able to attend the feeder school's individual transition events.

Inclusion

It is recognised that for some children transition can be a difficult time. At Milecastle, we aim to identify these children as soon as possible and to ensure that all children, regardless of ethnicity, gender or impairment, are supported throughout the process.

Conclusion

Our policy on the transition of pupils into reception and year one is based on a combination of information from the Practice Guidance for the Early Years Foundation Stage document and the experience and expertise of staff in our Foundation Stage and Key Stage 1. Other arrangements are based on what we have learned from experience and sharing good practice. We encourage happy, confident and secure pupils who enjoy the experiences we provide for them and who look forward to the next stage in their school career.

Reviewed July 2014