

# **Woodthorpe J.I. School**

## **Transition Policy**

### **Defining the Terms**

In this policy 'Transition' describes the change or movement that takes place at any point during the school day, from one year to the next, from one phase to the next and includes 'transfer' which describes movement from one setting school to the next (i.e. home / nursery to reception and year 6 to year 7).

### **Aims**

We want our children to experience a smooth transition so that the pace and quality of learning are maintained to ensure that children continue to make good progress.

We aim to prepare our children to cope with transitions that happen throughout their life.

### **Equal Opportunities**

No discrimination will take place, regardless of race, gender or disability. All children will be supported according to their needs:

- The children and parents are actively involved in the process and their perceptions about transition are explored and valued.
- There are clear curriculum guidelines for pupils with learning difficulties at transition.
- The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement.
- There are clear processes for monitoring the impact of existing or new provision.
- The school curriculum is used to support transition (in particular PSHE).

### **Principles that Underpin the Policy**

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information.
- Styles of teaching and learning should meet the needs of the children and not pre-conceived notions of what is appropriate for the next stage in learning, year, key stage or school.
- There should be a professional regard for the information from the previous class/phase.
- Children should enjoy new approaches at transition.
- Transition should motivate, challenge, promote independence and reduce anxiety.

- Staff allocation will give particular attention to the particular needs of the children.
- Children should develop coping strategies for any changes to routines to help them be successful and have better outcomes.

### **Between Phases/ Key Stages**

#### **Nursery/ Home to Reception**

- Letters to parents are sent home welcoming new children and detailing dates for the summer term. Photographs of the Teacher & TA are attached, saying they are looking forward to meeting them.
- New Reception 'stay and play' for half the class at a time where children play alongside their parents.
- Home visits are arranged.
- New Reception children play on their own in the classroom whilst their parents meet with the Head Teacher in the hall for a welcome briefing.
- Staggered intake takes place over 7 days so that by the 8<sup>th</sup> day all children are attending school full time.
- Staff will contact nursery settings for profile information but will not necessarily visit them.

#### **Reception to Year 1**

##### Personal and Social needs of pupils at Transition

- Year 1 teacher to meet and team teach children in Reception.
- Joint activities with Year 1 and Reception (teachers and teaching assistants (TAs)).
- Moving up visit to Year 1 for familiarisation with routines.
- Two lessons with Year 1 teacher, one supported by Reception TA and one with Year 1 TA.
- Twilight session for teachers and TAs to pass on and discuss records and share information.
- Vulnerable children supported via meetings with parents and SENCO to plan provision.
- Parents' meeting to explain changes and expectations in Year 1 whilst children are in Reception.
- Parents are invited to bring other adults who will be picking up their child/ren to this meeting.

#### **Continuity of Teaching and Learning**

- Year 1 teacher has observed teaching and learning in Reception and discussed needs of children with Reception teacher.
- Work will be planned to meet children's needs by using the Early Years Goals (EYG) to plan learning for children until they are working at the standard to begin to the National Curriculum.
- We will provide a range of first hand learning experiences including those which are teacher/TA led, structured independent and

experiential play activities with a free flow between most activities for the first half term.

- Range of active learning activities will include role play, creative area, writing table, book corner, outdoor play (using Reception Garden) art, music, challenges and visitors.
- The demands of the English Curriculum will be applied flexibly to suite the children and their needs.
- The Mathematics Curriculum should be introduced to children, who have achieved the appropriate FSP goals, supported by activities from the new framework planning.
- In both English and Maths the transition to more formal sessions should only be made when the children are deemed ready to learn in this way. This will be appropriate for different children at different times in Year 1.

### **Management of Transition**

- The Early Years assessment will be passed to the Year 1 teacher and the Assessment co-ordinator at the end of the Reception Year. Other information e.g. IEPs, children's phonic knowledge, sight vocabulary and level in reading (using Reading Recovery level) will also be passed on.
- Information from all the above sources will be used to plan learning activities for groups and individual children.
- The information will inform the setting of end of year targets, curricular targets and any early grouping of pupils.

### **Assessment**

#### **Early Years Foundation Stage**

Children will be assessed on an on-going basis at the end of lessons and by observation. The EYG statements will be used to ensure that children have retained the knowledge, skills and understanding that they had at the end of their Reception Year.

As children move into the National Curriculum, they will be assessed against the National Curriculum programmes of study by teacher assessment. Only children who are showing very high ability and a preference/enjoyment of more formal work will be assessed using any form of test.

Progress for children with special educational needs is assessed across a continuum of age related expectations.

In reading the children will be assessed by using running reading records, against Reading Recovery levels and PM Benchmarks. This will enable the teacher to give them the correct level of text to move them up through the levels.

## **All year group transitions**

- Twilight sessions for teachers and TAs to pass on and discuss records and share information. A comprehensive checklist is provided.
- Information to be passed on includes: SATs progression framework profiles and test results, teacher assessments, levels in reading scheme, phonic and sight vocabulary information where appropriate, IEPs (Individual Education Plans), IBPs (Individual Behaviour Plans), ILPs (Individual Language Plans), any areas of concern, social issues and child's Consent to Collect forms.
- Information from all sources will be used to plan learning activities for groups and individual children.
- The information will inform the setting of end of year targets, curricular half termly targets and any early grouping of pupils.
- Assessment data will be analysed to identify dips in achievement at the time of transition.
- Children will be asked about their perceptions of transition.
- Other adults who parents wish to pick up their child will be invited with the parents/carers to meet their child's next teacher at parents' evening in the summer term.

## **Transition for pupils with special educational needs**

Many children find changes difficult, even more so those with SEND and, in particular, those children on the autism spectrum. This is because of an impairment in flexibility of thought, and anxiety linked to the unknown.

### **Home/ Nursery to Reception**

The Head Teacher to decide order of staggered start (siblings first, SEND as & when deemed most appropriate). SENCOs from both settings will share relevant information about the child's needs/ difficulties. Reception staff will visit the child in the nursery setting and meet with key members of staff. The parents/ carers will be fully involved in this process.

### **Reception to Year 1**

Focus on 'learning to learn' behaviours (including IEPs) – listening to the teacher, adult directed tasks, sitting for longer periods of time etc. Staff will prepare pupils through visits and walks around the main building, personal introductions to staff, providing visual reminders of new expectations/ changes but also what will remain the same.

### **Between phases/ key stages**

Familiarisation time is given to children of their new classroom and displays, rewards and activities. Providing specific resources such as visual timetables, and transition booklets support transition. Workspace areas are clearly defined and signage is visible, key subject words and working walls displayed are consistent in all classes.

Staff attend handover meetings at the end of the year – a full checklist is discussed including data/ assessment information, IEPs and IBPs, specific special needs of each pupil and other relevant information to ease and support the transition process.

SEN teaching assistants share and discuss One Page Profiles (OPP) with teaching staff (these are updated termly or as things need changing to record the child's information). OPPs are reviewed regularly with pupils and kept in their Profile Booklets. Copies are displayed in the staffroom.

### **Year 6 to year 7**

Secondary school tutors visit our pupils in our school and meet with key staff. Pupils visit their secondary schools and additional visits and transition sessions are provided for SEN pupils. School's SENCO will liaise with the SENCO in the new setting. We effectively communicate key transitional information on pupils with SEND to all relevant adults including parents/ carers (standard 12 National Autism Standards). School staff plan to support individual pupils with coping strategies for any change and movement. This takes place over the summer term.

### **Implementing, Monitoring and Reviewing the Policy**

The policy will be implemented by all members of the teaching and support staff. It will be monitored by the Senior Leadership Team and SENCO. The impact of the policy will be monitored by observing the children in their classrooms and by monitoring their progress. Assessment data will be analysed to identify dips in achievement at transition.

The policy will be reviewed after three years by the Curriculum and Policies Committee.

### **Other policies that complement/support the Transition policy**

All subject policies and planning guidance reflect the principles and guidance in this policy. However, the following policies specifically cross reference with this one: Teaching and Learning, Equal Opportunities and Inclusion, SEN, Assessment, Foundation Stage.

Signed:

Dated: 22 September 2016

Review: September 2019