

	POLICIES AND PROCEDURES	
	TRANSITION POLICY	
	DATE AGREED BY GOV'S;	SPRING 2018
	DATE AGREED BY FULL GOV BODY;	TEACHING AND LEARNING COMMITTEE
REVISION DATE;	SPRING 2021	
STATEMENT FOR EQUALITY; Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.		

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.

Throughout life there are many changes that will involve transitions; these could be minor or major changes in routines, rules and boundaries, procedures and personnel.

Transition within the school setting can be seen as being:

- Change from one lesson to another
- Change from one place to another
- Change from one educational establishment to another

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 maximum 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. We strive to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles That Underpin the Policy

- approaches to teaching and learning are harmonised at the point of transition
- 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

In the summer term at Manor Park, we send an information email to parents which focuses on transition and clearly explains the procedures in place to ensure transition to a new year group is smooth. (See appendix 1)

Introduction to the Foundation Stage

We have compiled a comprehensive induction program for those starting in the Foundation Years. From experience, we believe that if induction procedures are followed appropriately, with care and professionalism, children and parents will have a successful and enjoyable start to school life.

Home Visits and Parent Interviews

We believe that it is important to forge a partnership between home and school right from the start. Children and their families are visited in their own homes prior to starting education at Manor Park Primary School. We feel that this practise helps us to develop home-school links in the following ways:

- it opens lines of communication between home and school
- it gives time to parents who may find it difficult to come into school
- it allows parents to discuss concerns or anxieties in private, including specific health or dietary needs
- it allows staff to meet children in the security of their own home environment and begin to establish relationships
- it allows staff to observe children behaving in a relaxed atmosphere
- it allows children to recognise a face and reduce anxiety

The home visits take place during the first two weeks of the autumn term. Families are asked to complete a form detailing information relating to, for example: previous learning experiences; skills and achievements; social, emotional and health matters and parents skills and interests.

The Corporate Warning System must be checked by a member of the office staff prior to home visits taking place and staff informed of any information held on the system prior to the visit.

Please also see the Home Visits Policy

Continuity of experience

All children offered a place in Reception (including those who do not attend Manor Park Nursery) visit the classes during the summer term where they are introduced to the Reception staff, the rooms and each other.

All those children that are moving from Manor Park Nursery to Reception spend time learning across the unit throughout the summer term. All resources are shared between the Nursery and Reception classes so that the children are familiar with their usage and can build on previous experiences. This practice is important because children are at different stages of development and maturity.

Induction to the Reception Classes

The children have a gradual introduction to Reception classes, which settles them in to their new environment and introduces new friends. Such an introduction also gives staff a chance to get to know the children quickly and will give time to assess their abilities and needs which will form the basis of a carefully planned program of work.

The children come into class in two halves building up to the full class. The start dates extend over a one week period which the children will attend only for part of the day, this allows continuity from the Nursery experience. During their first week the children are encouraged to stay at school and go home after lunch which helps them get used to lunch time routines.

As Manor Park is funded for full time placements in Reception, it is not possible to allow children to attend on a part time basis for extended periods. However, in exceptional circumstances and at the Headteacher's discretion, some

provision could be made for individuals to attend mornings only for a limited period of time if it is felt necessary for the child.

Transition from the Foundation Stage to Key Stage One

The children have a gradual introduction to Year 1 classes, which settles them and introduces the new environment. Year 1 staff spend time with the children in Reception giving them a chance to get to know the children quickly which will form the basis of a carefully planned program of work. There is a transition morning at the end of the summer term where Reception children come up for a short period to meet their new teacher and their classroom and class mates. Parents can also visit at the end of the day to meet the new teacher. The Reception children groupings are usually changed in Year 1 to address the needs of the class. However this can happen at any Year.

During the last few weeks in Reception the children spend time becoming familiar with the large playground and have joint play sessions with the current Year 1 children. They visit the lunch hall and sit at the tables to become familiar and happy in the larger environment.

The Year 1 autumn term follows an Early Years approach to learning with quality provision and an independent free flow between the classes and outside area. Children are focused at short tasks and are still able to explore the learning in the environment through child initiated learning. This moves to a more formal group work approach as children are ready, with a majority usually being so by the spring term.

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a play based approach to teaching and learning is maintained and built upon to offer a rich opportunity of experiences 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, music, ICT, reading and quiet areas. There is an additional outside area too for the children to explore learning outside.

Transition from Key Stage One to Key Stage Two

The Year 2 children move from the ground floor to the first floor of the school when they are in Year 3 and this requires some practice and independence. We prepare the children for the transition in the following ways:

- Teachers organise a series of 3 mornings (1 per week for 3 weeks) in July when the Year 2 children enter the school building in the morning and go upstairs to their new Year 3 classrooms. On these mornings, the children will register in the Year 3 classroom with their current Year 2 teacher. Teachers and teaching assistants support the children with this and there is then a question and answer session which takes place with the Year 3 children.
- Year 3 children are asked to share work and exciting topics with Year 2 to prepare them for the transition.
- Year 3 children remain in the lower hall assembly for the first half term of Year 3.

Transition in all other years throughout the school

- 'Meet the New Teacher' Day takes place in July where children spend a session in their new classroom with their new teacher.
- After school, parents/carers are invited in to school to meet the new class teacher and look around the new classroom on 'Meet the New Teacher Day'.
- 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.
- Separate visits to the class may be arranged where appropriate with the SENCo (e.g just before starting in September)
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.
- Assessment Files for all subjects and individual children's achievements are given to the new teacher to continue

- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other
- Circle times in class prepare the children for the transition and give them the chance to ask their current teachers any questions they may have and to address and worries calmly and with lots of care.
- Any children who may be a little worried or unsure are given a transition book to look at in school with their current teachers and then to take home over the summer break to share with parents and carers in preparation for the transition.
- Nurture sessions may also be offered to children who are finding transition particularly daunting.
- Transfer of records: IEP's, Assessment Folder , current tracking levels etc.

Children new to the school from Year 1 to Year 6

- 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 the acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New child sheet completed by Admissions office person and sent to relevant people enabling children to be quickly assessed by class teacher SENCO, EAL leader etc
- EAL children with no English will be supported by the EAL TA who will lead the first day and settling in
- SEN children and parents will visit the school prior to starting and all relevant information will be gained from parents or previous setting and then a behaviour or settling in plan will be set up, if appropriate, by the SENCO or DHT prior to starting date
- A 'buddy' identified to help the new child to integrate
- A questionnaire for the child to complete after half a term at the school to inform staff of how they have found the transition process, plus any suggestions the child may have for future inductions based on their experience
- Records from previous school made available to class teacher and SENCO.
- For any child a **preparation booklet** may be compiled and shared with parents to facilitate reducing anxiety of starting (see below ****Transition to a new class/school**) SENCO to organise this if required.

Transition from Year 6 to Year 7

- Transfer to high school meetings are offered to Year 5 parents to explain how to apply for high schools in the Summer terms.
- Y6 children take part in circle time sessions and lessons within class to discuss any worries they may have about moving onto Secondary School and as a class children discuss possible solutions to such worries.
- Identified children (e.g. SEN/Nurture/Vulnerable) receive additional support in the form of small group work or 1:1 sessions to help support with transition to high school.
- The Y7 tutors from Secondary Schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are welcomed) – *wide variety of schools visit*.
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child. This is sent to the high school.
- Transfer of records to secondary school
- Where appropriate children attend sessions at Sutton Grammar High school for enrichment such a PE, maths and science. Other links are made to other secondary schools when appropriate.
- Y6 children attend their prospective secondary school for a Transition Day during the summer term
- For any child a **preparation booklet** maybe compiled and shared with parents to facilitate reducing anxiety of starting (see below ****Transition to a new class/school**) Inclusion leader to organise this if required.

Note: ASD children and change

'For many children with ASD transition is always an anxious time which needs sensitive management' (Jordan and Cornick 2000).

For some pupils with autistic spectrum disorder a complete change of environment can be more easily accepted than changes to familiar places and routines and therefore moving from one class to another may be more likely to cause anxiety than changing school. Therefore all transitions must be carefully planned and prepared for if the pupils are to adjust to them with a minimum amount of stress and anxiety.

Pupils with ASD find it very difficult to manage change and it can result in extreme anxiety. At MPS the aims of transition plans and practices are to reduce anxiety as much as possible by preparing and informing children of the details of the change. The Senior Nurture TA will organise a transition booklet for ASD children where appropriate.

****Transition to a new class/school** is greatly facilitated by a *transition booklet* showing the environment and routines and people they will meet. Giving this to carers to read through before they arrive is a huge anxiety reliever for ASDs. This means they know where they are going and who will be there and what will be expected of them. This will include assembly, playtimes, PE changes, lunchtime, office ladies, HT etc
Toilets can be a particular concern for ASDs. So fully detail these.

* This transition booklet needs to be repeatedly read (e.g five times a day, more if needed) and ideally copied and given to parents to read together at home. Using photos of the child, if possible, can be very helpful. An ASD child may be frightened of everyday unknowns so making them familiar reduces their fear. As well as telling them it is ok and they are safe. The Senior Nurture Assistant and SENCo are available for advice and support for the current teacher with compiling these help booklets for the move.

Language

Consider the language you use with an ASD child carefully as they take things very literally. So if you say we are going to the museum and there is a dinosaur there, they may presume there is a living Tyrannosaurus Rex and this may explain their extreme fear of getting on the coach! Or everyone gets changed; take your clothes off and get into the pool and a child removes pants and all! (Also ASD's can often only hear the last part of an instruction)

Senses

It is important to prepare and explain all the senses of a new change and let them experience them. Know if an ASD child has a particular heightened or dulled sense.

What they will see? - photos and story (Utube clips...check with SENCo before showing).

What they will hear? - e.g. it will be very noisy there will be lots of people. People will clap, it is very noisy.

What they will smell? - if applicable

What they will touch? or will touch them - the man will give you some head phones to put on your head

What they will taste?- if appropriate

(Do consider **sensory overload** as this will result in a melt down for an ASD child , a bright, colourful, busy, noisy supermarket might be too much and a considered adjustment or alternative may need to be made e.g. that the ASD child just goes in for a shorter time.

Time out...some ASD children need a quiet time to recover after a change.

Melt Down

Know what calms an ASD child down. Is it time away. Is it gentle stroking and calm words, is it stroking firmly head to shoulders? Do you need to use visual cues? Include it in your Risk Assessment for trips.

The Senior Nurture Assistant and SENCo are available for advice and support with all of the above.

The difference of preparing an ASD for a change and not doing so can be a fearful screaming kicking child and a calm fully participating one.

Appendix 1 – Emails for parents

Transition from Reception to Year 1:

- Children will be taught in the same way as Reception for the first term. There are no set playtimes; children will 'free flow' like Reception. This term, current Reception children are shown how to use the playground equipment.
- Current Reception classes will be mixed to form new Year 1 classes. This is to ensure that the classes are balanced in terms of friendship groups and learning needs. Our decisions are based on the best combinations for positive learning.
- The Year 1 classes offer a 'free flow' approach between each classroom as well as the outdoor area. Doors have been installed between the classrooms and onto the outdoor patio; creating a larger space for learning and exploring.
- Year 1 children continue with their learning journeys and move on to the National Curriculum learning when they are ready. The National Curriculum is taught through the successful curriculum Cornerstones, which is built up of a range of Imaginative Learning Projects. An overview of the teaching sequence: Engage, Develop, Innovate and Express was shared. There are also additional subjects that are taught discretely for example RE.
- At home, we would greatly appreciate you continuing the positive discussions if your child wishes to ask questions and talk about moving to a new year group.

Clubs:

- Clubs for Year 1 start in the spring term to give the children a chance to settle into the main school building and get used to the transition. They are still very young and often quite tired after a full day of learning in the autumn term.

Phonics Screening Check

- Towards the end of Year 1 the children are required to take a government set phonics check. You will be informed of the result at the end of the year.

Home Learning:

- Homework runs the same as in Reception. A creative learning grid and a maths learning grid are sent home every term for you to select learning you would like to complete with your child.

Transition to Year 2:

At Manor Park we have put into place a number of things to ensure that the Year 1 children are well prepared for their transition to Year 2 and have any worries alleviated.

- Children will visit their new classroom and have a lesson with their new teacher. They will be shown where to go out for playtime and at the end of the day.
- Any child that is particularly anxious will have time to talk about any worries and look around the classroom again.
- Parents/carers will also have the opportunity to meet the new teacher.
- All information about each child will be passed onto the new teacher.
- Circle times in class also prepare the children for the transition and give them the chance to ask their current teachers any questions they may have and to address any worries calmly and with lots of care.
- At home, we would greatly appreciate you continuing the positive discussions if your child wishes to ask questions and talk about moving to a new year group.

At Manor Park, we always listen and try to put new ideas and suggestions in place. If you have any additional ideas, thoughts or questions please let us know via your child's class teacher. Alternatively, you can leave a note at the office. Thank you for being supportive parents to work with and, together, we will ensure the best education for your child.

The Year 2 curriculum:

- We follow the Cornerstones curriculum at Manor Park. The topics include a variety of subjects such as geography, history, science, music and art.
- There will be trips planned linked to the topics including RE trips to visit local places of worship – e.g. a Mosque and a Church

The Y2 SATS

- These take place during the month of May.
- The SATS involve taking test papers in Reading, Maths and GPS (Grammar, Punctuation and Spelling)
- The children's writing is assessed by teachers only
- We do not call them test papers with the children but say that they are doing booklets. Our aim is that children do not feel anxious about them.
- A separate meeting with more information is held closer to the time

At Manor Park, we always listen and try to put new ideas and suggestions in place. If you have any additional ideas, thoughts or questions please let us know via your child's class teacher. Alternatively, you can leave a note at the office. Thank you for being supportive parents to work with and, together, we will ensure the best education for your child.

Transition to Year 3:

At Manor Park we have put into place a number of things, over the following weeks, to ensure that the Year 2 children are well prepared for their transition to Year 3, and have any worries alleviated.

- July is 'Meet the New Teacher' day for KS1 and KS2 – children will go into their new classrooms and have a lesson with their new teacher. After school there will be an opportunity for parents to come and meet the new teacher also. This drop-in will take place from 3.45 – 6.30pm, so please do pop in and say 'hello!'
- Current Year 2 pupils will go upstairs to visit the cloakroom and to one of the Year 3 classrooms to complete morning register there. Teachers and teaching assistants will be supporting the children with this and there will be a question and answer session with the Year 3 children. Year 3 children will also be sharing work and exciting topics with Year 2 to prepare them for the transition.
- Circle times in class also prepare the children for the transition and give them the chance to ask their current teachers any questions they may have and to address any worries calmly and with lots of care.
- For the first half term the children will continue to have their morning assembly in the lower hall, as they have been since they were in Year 1. After the first half term, when they are fully settled upstairs, they will join the rest of Key Stage 2 in the assemblies in the upper hall.
- Children are often most worried about detentions which start in Year 3. For the first part of the term, detentions will take place in class with their own class teacher so that the process is not too overwhelming. During detentions, children are asked to write a reflection letter to show their understanding and take ownership of their behaviour choices.
- During the Autumn term, the children will be attending a school trip to High Ashurst – an outdoor activity centre in Box Hill. Here the children will complete a range of activities with their teachers and class mates, focusing on

cooperation, communication and team work. This is a fantastic opportunity for the children to not only develop their social and problem solving skills, but also to unite as a year group as they transition from KS1 to KS2.

- At home, we would greatly appreciate you continuing the positive discussions if your child wishes to ask questions and talk about moving to a new year group.

The Year 3 curriculum:

- At Manor Park we teach the National Curriculum using Cornerstones Imaginative Learning Projects from Nursery through to Year 6.
- The children will continue to develop their mathematic arithmetic and reasoning using the Singapore Maths approach, as they have done in Year 1 and Year 2.
- French begins in Year 3 and, each week, the children will learn French with our specialist French teacher, Madame Benli. They will have the opportunity to learn many new words and phrases.
- Swimming lessons also begin in Year 3, for 10 weeks, during the Summer term. Children are assessed during their first lesson and grouped according to their swimming ability. Lessons take place at Sutton High School and are led by trained swimming teachers.
- Children in Year 3 are very lucky to have weekly music lessons, led by a trained music teacher from Sutton Music Service. This allows the children to develop their knowledge and skills of the musical elements using a range of percussion instruments and the recorder.
- Home learning will continue as in Year 2. At the beginning of each half term, pupils will receive a curriculum choice grid and a maths choice grid. Curriculum should be completed every two weeks, maths and spellings each week and we continue to encourage you to read with your children at least x3 weekly, recording comments in their reading record. Home learning should be handed in on a Wednesday.

At Manor Park, we always listen and try to put new ideas and suggestions in place. If you have any additional ideas, thoughts or questions please let us know via your child's class teacher. Alternatively, you can leave a note at the office. Thank you for being supportive parents to work with and, together, we will ensure the best education for your child.

Current drop off and end of day collection procedures as well as new dates will added into emails before being sent.