

Learning and living as children of God

(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

Deerhurst and Apperley C of E Primary School



Transition Policy

Reviewed: January 2020 - To review Jan 2023

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 1 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 Little Deers Apperley Pre School we are committed to;

1. Ensuring children begin their new setting confident, enthusiastic and ready for learning
2. Ensuring a smooth transition between home and other settings for Children, Parents and staff.

3. Ensuring information is communicated between different settings- children's development, learning records and any other relevant information.
4. Ensuring parents, children and staff have adequate information relating to transition.
5. Ensure that parents have a greater awareness of school routines and how they can help to support their child at school
6. Parents and children are encouraged to visit the setting for a taster session.

At Deerhurst and Apperley we use the following processes:

Transition from Pre-School to the Foundation Stage:

There are plenty of opportunities for Pre school children to visit the reception class and the wider school supported by Pre school staff through-out the year, e.g. worship and play afternoons etc.

Pre school children are encouraged to become familiar with the school environment by helping staff to fetch the fruit from the kitchen, playing in the playground at break times and on the field and climbing equipment with the support of familiar staff.

- Discussions occur between Deerhurst and Apperley's teachers and staff from other settings
- Individual tours are offered to all incoming parents and children
- Parents of prospective children are invited to a meeting to talk through the transition process and the Foundation Stage at Deerhurst and Apperley
- Parents receive an 'information pack' with information about the school
- New children visit school for 2 sessions during the term before they start, to become familiar with their new school and setting supported by the class teacher and Pre school staff.

- Children start mornings only at the beginning of the term after their 4th birthday for one week then move to morning and lunch the second week and into full time the third week.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of in reception class and how parents can support their child.

- The EYFS staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arise with individual children.

Transition from the Foundation Stage to Y1

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage. Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in reception class. 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:

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. A welcome to year 1 session is held during the summer term for those parents of children moving into the year 1. There is also a further information evening at the start of the new term.

Information passed onto Yr 1 teachers includes:

- knowledge of sight words
- knowledge of phonics
- reading ability
- writing - profile level
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved

Once transferred to Year 1:

- Children work and are assessed within the criteria of the year 1 curriculum (2014)

Transition in subsequent years throughout the school

- Weekly whole school sharing assembly.
- Teachers meet in Summer Term to discuss individual children.
- All children visit new classes and work alongside new teachers on a Transition morning in the Summer Term.

- 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.
- Teachers meet to discuss individual children's progress as they move from class to class (PPMs)
- Early intervention policy for SEN children lead by SENCO.
- Targets in reading, writing and numeracy are continued over from July to September.
- Learning journeys and Writing Journeys move with children to provide evidence of previous years' progress and attainment.

Children Joining from Y1 to Y6

- Individual tours offered to all incoming parents and children, a meeting with the Headteacher, 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 'Parents' Pack' with information about the school.
- New children assessed quickly by class teacher and SEN TA
- Records from previous school made available to class teacher and SENCO

Y6 to Y7

- Teachers from the different secondary schools visit to provide lessons and workshops in specific subjects
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child
- Identified children (eg 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

The written policy will be formally approved and will be presented for Governor approval at the next Governing Body Meeting on 25th March 2020

Chair of Governors: Mr Aaron Mulligan



Date:

Head teacher: Mr J Neveu



Date: