

Transition Policy

Spring 2018

Education is a continuous journey and important transition milestones are not hurdles which interrupt education, but springboards that advance learning and help children advance eagerly and confidently to the next stage of their development.

Context

In this policy, 'transition' describes the movement that takes place from:

- Pre- Nursery settings to Nursery
- Nursery to Reception
- Reception to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3.

Transition is the process where policy and practice supports children progressing through the school and their settling into a new class environment. Thought, planning, care and attention is given to every child at each stage of their transition through Rhodes Avenue Nurseries and Primary School.

Aims

The aim of transition is to maintain the progression of teaching and learning for all pupils.

At Rhodes Avenue we aim to:

- Liaise effectively with all schools and educational institutions, who transfer children to and from Rhodes Avenue;
- Ensure the smooth transition of pupils at the start of each year group;
- Ensure that the discussion and collection of information will focus on the assessment of whole child development, rather than just specific academic achievement;
- Allow variable timescales for transition that will meet the individual needs of the child;
- To include all other specific or relevant information (e.g. social care issues, special educational needs, looked-after children etc.) compliant with the Data Protection Act, on a 'need-to-know' basis;
- Collect information prior to pupils starting in a new setting that is in partnership with pupils, parents, carers outside agencies, existing staff and receiving staff.

Transition Procedures

The following procedures will be taken to ensure that both the child and parents/carers are confident, content and at ease with pupil entry to the Nursery and at every transition stage throughout the school.

Transition from Home to the Nursery

Nursery Preparation/Procedures:

- 'Prospective Pupil Parent Tours' (all year);
- Places offered in Spring term;
- All administration documents sent out early in Summer term for places offered
- New Nursery Parents/Carer's Information Evening at the end of the summer term;
- Nursery booklet disseminated to parents/carers;
- Nursery 'Play dates' in July for children;
- Nursery manager/teachers to visit local pre-school settings where children will be coming from to Rhodes Avenue;
- Nursery Manager/Teachers to contact any 'Childminders' or 'Children centres' where children are coming from, to share important information.
- Home visits for all children in the first week in September
- Nursery booklet disseminated to parents/carers.

Nursery Settling-in Procedures:

- There is a home visit during the first week of term;
- There is a staggered entry during the second week of term;
- Full-time nursery children settle in with short sessions and then progresses to 6 hours when the children are ready.
- Breakfast club and Extended day commence when the children are fully settled in.
- Part-time nursery children settle in throughout the second and third week of term building up to their full 3 hours when they are ready to.
- Parents/carers will stay with their child on the first day and any other subsequent days if necessary for settling-in.

Transition from Nursery to Reception

Nursery to Reception Preparation:

- In the last three weeks of the Summer Term, Nursery Children will have a visit to their new Reception class with their prospective teachers;
- Current Rhodes Nursery children to attend some of the 'Singing assemblies' with the Reception classes.
- Current Rhodes Nursery children to visit the dining hall at lunch time to familiarise them themselves with the different routines.
- New teachers come to read stories to the children in both nursery settings.
- Near the end of the Summer Term, pupils meet their new teachers and stories are recounted and games are played (children who are not in the current nurseries are also invited to these sessions);
- The Rhodes avenue nursery children's document/record folder is handed over to Reception teachers at the Transition Staff Meetings at the end of the Summer Term;
- Three transition staff meetings with Nursery & the 3 Reception Teachers to share important information;
- Home visits by prospective teachers to any new non-Rhodes Nursery children;
- EYFS staff to contact and visit and 'external settings' to meet children and gain transition notes from previous 'Key persons'.
- The *Reception Booklet* is given to all parents/carers;
- There is a Reception Information Evening for parents/carers;
- Reading, Phonics/Spelling and Maths sessions for parents/carers are held in the autumn term.

Reception Settling-in Procedures:

- At the beginning of the academic year, 15 children are admitted to the Reception classes in separate morning and afternoon session for two days, (mixed groups of children who have attended our nursery settings and those from external settings.)
- 30 children come together for two morning sessions; second day includes lunch, and then full-hours for all if they are ready.
- If any children are not settling after this time the Teachers and parents will discuss and agree a longer settling in period. This allows pupils to gradually become accustomed to full-time education.

Transition from EYFS to Key Stage 1

Reception to Year 1 Preparation

- At the transition staff meetings (two meetings), the Assessment folder, Inclusion File, Buff folder (Individual EYFS Profiles) and a completed Transition Sheet Proforma are handed over to the Year 1 teachers and pupil's individual needs are shared and discussed;
- Summer 1 moderation meetings take place with reception and Year 1 teachers to share children's progress and next steps in specific learning areas.

- Summer 2 Topic, in preparation for the transition, is 'The Next Step';
- Year 1 teachers visit the Reception in the Summer term to introduce themselves to the children and to share a story;
- In Summer 2 term, Reception children have outdoor playtimes at the same times as KS1 children;
- Reception children attend additional assemblies with KS1 in the Summer term.
- Reception pupils visit their prospective teachers in Year 1 in the penultimate week of the Summer Term and explain to the children the routines that will take place next academic year.

Year 1 Settling-in Procedures

- The SEAL theme 'New Beginnings' and related story books are used to support transition
- Parent Class meeting at the beginning of the school term;
- Infant Assemblies follow the New Beginnings theme.

Transition from Year 1 to Year 2

Year 1 to Year 2 Preparation:

- Two transition Staff Meetings;
- Handover of Inclusion File, assessment data and Transition Sheet to next teacher
- The SEAL theme 'Changes';
- Year 1 pupils visit their prospective teacher in Year 2 in the penultimate week of the Summer term.

Year 2 Settling-in Procedures:

- Infant Assemblies follow the New Beginnings theme;
- Three Parent Evenings and written school reports for English and Mathematics;
- Parent Class meeting at the beginning of the school term;
- 'Learning Look' – classrooms open the Friday before parents evening where parents look and children's English and Maths books.

The Transition from Key Stage 1 to Key Stage 2

Year 2 to Year 3 Preparation

- Two transition Staff Meetings;
- Handover of Inclusion File, assessment data and Transition Sheet to next teacher;
- Year 2 teachers prepare transition by pairing Year 2 children with a 'Year 3 buddy';
- Year 2 pupils visit their prospective teachers in the penultimate week of the Summer term.

Year 3 Settling-in

- Year 2 teachers continue to have informal meetings with Year 3 teachers during the 1st half of the Autumn term;
- Class letter sent to parents outlining curriculum topics to be taught, home learning routines;
- Parent Class meeting at the beginning of the school term;
- Three Parent Evenings and written school reports for English and Mathematics;
- The SEAL theme New Beginnings is taught.

Key Stage 2 Transition Years 4/5/6

Years 4/5/6 Preparation

- Two transition Staff Meetings;
- Handover of Inclusion File, assessment data and Transition Sheet to next teacher;

Years 4/5/6 Settling-in Procedures

- Class letters to parents outlining curriculum topics and home learning routines;
- Parent Class meeting at the beginning of the school term;
- Junior Assemblies on New Beginnings;
- Pupils visit their prospective teacher in the penultimate week of the Summer term;
- Three Parent Evenings and written school reports for English and Mathematics.

Transition from Year 6 to Year 7

Year 6 to Year 7 Preparation:

There is curriculum support through the Junior Citizens scheme and the following PSHCE themes:

- How the Body Works and Puberty;
- Support Networks;
- Drugs and Alcohol;
- Moving On;
- E-safety.

Secondary school Transition Meetings are held with schools during the Summer Term, which for specific children may include multi-agency staff. There are also specific transition procedures for children with statements or pupils who have been identified by their class teacher as needing additional support. There are opportunities for the INCO to meet with the SENCO to facilitate the transfer of SEN/D information. All pupil assessment files of pupils not on the SEN register are forwarded on to secondary schools before the end of the academic year.

- Links with other Policies
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- Assessment Policy
- EYFS Policy
- SEN/D Policy
- Safeguarding Policy
- Equality Scheme

Inclusion/Equal Opportunities

Equal access to the curriculum is given to all children regardless of ability, gender, culture or ethnic origin. Rhodes Avenue complies with its duties under the Equality Act 2010 and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act. The school celebrates diversity and encourages inclusion.

Procedures for policy monitoring and dissemination

The policy will be reviewed according to the schedule of policies. Our review mechanisms will ensure that we assess the effectiveness of our transition procedures through parental, pupil and staff consultations (e.g. parent, staff and pupil questionnaires). All members of staff and governors will receive a copy of this policy. Digital and hard copies are available to parents/carers on request.

Persons responsible:

Adrian Hall (Headteacher)
Shane Claridge (Deputy Headteacher)
Curriculum Committee