



POWELL CORDEROY SCHOOL

TRANSITION POLICY

Last reviewed: May 2018

Due for review: May 2019

Owner: Key Stage Leaders

Reviewed by: SLT

Review Status: 1 year

1. AIMS

- 1.1. We want our children to have positive experiences of change at key transition points in their education, so that the pace and quality of learning are maintained to ensure that children continue to make good progress.

2. PRINCIPLES OF THE POLICY

- 2.1. Good communication between sending and receiving teachers / practitioners.
- 2.2. Clear transition of assessment data.
- 2.3. Continuous assessment.
- 2.4. Seamless use of data to inform planning and provision.
- 2.5. Practice that meets the learning needs of all children. Pupil's skills, knowledge and understanding are built upon appropriately and the style of teaching and learning meets the needs of the children and not preconceived notions of what is appropriate in the next teaching phase.

3. EQUAL OPPORTUNITIES AND INCLUSION

- 3.1. The children and parents are actively involved in the transition process and their views are valued via regular pupil/parent discussions and meetings specifically for parents.
 - 3.2. The progress of all children at transition is monitored to quickly identify children who may be underachieving. The learning environment and efficient monitoring of progress and attainment enables any barriers to learning to be removed.
 - 3.3. The PSHCE curriculum and our Values Education is used to support smooth transitions.
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4. TRANSITION INTO EYFS

- 4.1. The Reception class teacher liaises with individual children's Nursery / Pre School settings to discuss children's current progression against the Early Years Framework, and their next steps. This is either through face to face discussions or in a telephone discussion as appropriate.
- 4.2. All Nursery / Pre School settings are provided with a child-friendly book about our school which they can share with the children who will be attending. A copy will also be given to each family at the parent induction evening.
- 4.3. The nursery practitioners of children transitioning to Reception Class will be invited to our induction day, to provide a friendly face to welcome the children to Powell Corderoy, and a further opportunity to meet and speak with the Reception Class teacher.
- 4.4. All new parents are invited to attend an induction evening in advance of the children's induction day in July. This meeting will be hosted by the Reception class teachers and the Co-Headteachers to share information about starting school, school routines and to hand out information packs.
- 4.5. All new children are invited to attend an induction visit on transition day where the children spend some time exploring the Reception learning environment and meeting the Reception class teachers and support staff. Simultaneously, parents are invited to meet with current Reception cohort parents in the hut over tea/coffee.
- 4.6. All new children are invited for 2 - 3 optional story times prior to the induction day to settle in and visit the environment before their full induction. (Parents stay for the first one only.)
- 4.7. Children with additional needs are identified through discussions with the parents and Nursery / Pre School settings. Details of current provision and support are shared through additional meeting(s) with the Inclusion Leader to put in appropriate provision for the child's needs from when they start school.
- 4.8. All children receive a Starting School leaflet containing pictures of their new learning environment and details of their daily routine, in their induction packs. Appendix 1: Starting School Leaflet.
- 4.9. In the first week of the Autumn Term the Reception class teacher, a member of the Early Years Team and 'Duckling' visit the children in their homes. This gives an opportunity to develop home / school relationships, share information about the children and answer any questions parents might have about starting school. Parents are also asked to support their child to make lunch choices for the first few days.
- 4.10. Children will start school in two cohorts following home visits.
- 4.11. Children are introduced to the school day by attending school for mornings only, increasing to full days in their second week.

- 4.12. Children will be allocated a 'buddy' from an older year group, and this child will take part in some transition activities during the first weeks of the autumn term, for example; reading stories, supporting during lunch times or playing alongside their Reception buddy.
- 4.13. Parents will be invited to drop in 'stay and play' sessions on Monday and Friday afternoons during the first half term.
- 4.14. During the first few weeks of school, children's language skills are assessed using the Language Link program and small group interventions are introduced as appropriate.
- 4.15. The Reception classroom both inside and out is set up to reflect a similarity with the settings the children have come from, providing opportunities for learning across the prime and specific areas in the Early Years curriculum.
- 4.16. During the first few weeks, the Reception team carry out baseline assessments and use these, combined with information from previous settings, to plan for children's future learning.
- 4.17. Children will have a 'proud patch' in the classroom where teachers will display materials created during transition activities.
- 4.18. Children and families will be invited to have their photograph taken during the home visit, for display on the classroom 'family tree'.
- 4.19. Evidence of children's learning is collected in a Tapestry online learning journal which parents have ongoing access to via individual passwords, and are encouraged to contribute to.
- 4.20. Children have a folder where physical work is collected that will inform assessments.
- 4.21. Parents will be invited to an information evening before October half term, enabling the Reception team to communicate information about the EYFS curriculum such as phonics, maths and reading.

5. TRANSITION FROM EYFS to KS1

At Powell Corderoy Primary school we are committed to the Foundation Stage curriculum. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. The transition from Reception to Year One is managed in a planned way, taking into account the needs of the young learner. We believe that the best practice is to view learning as a continuum, and we must ensure that the transition between Reception and Year One is both smooth and appropriate to our children's needs, taking into account the EYFS curriculum and the National curriculum.

- 5.1. Children will continue to be assessed using the EYFS curriculum during the autumn term until they meet the expected levels of attainment in both the prime & the specific areas. Children who are ready will be assessed using the national curriculum levels.

- 5.2. In the autumn term, year one will use the EYFS curriculum and data to develop all planning. Key Stage One plans will be adapted to make them appropriate for the learning environment of young children.
- 5.3. Planning in EYFS and Year 1 are based on continuous collection of evidence (observations of children used to inform planning of teaching and learning).
- 5.4. EYFS and Year 1 both emphasise the importance of structured play/child led learning that reflects the variety of preferred learning styles. Due regard will be paid to the way children learn: playing & exploring, active learning, creating & thinking critically, as recorded in the end of year report from the Foundation Stage.
- 5.5. Provision for outdoor learning in the Year One designated outdoor classroom as well as use of the local area is an integral part of the children's learning.
- 5.6. The Year 1 teacher will raise parents awareness of the different stages of transition and any major changes as they are implemented.
- 5.7. Year One classroom reflects a similarity to Reception classroom, with different areas of learning. The Year 1 learning environment evolves throughout the year, becoming more similar to the Year 2 learning environment by the summer term.
- 5.8. Independent learning and the ability to make their own choices will continue to be promoted throughout Key Stage 1.
- 5.9. The Year 1 curriculum will continue to build on and extend the experiences of the FS through the EYFS, the national curriculum and the primary strategies which help to develop the 'whole' child.
- 5.10. Children are exposed to a variety of teaching styles e.g. 1-1, small group with the emphasis on child initiated/independent learning. More opportunities for whole class teaching will be slowly introduced in the spring term, building to longer periods including some independent whole class work in the summer term.
- 5.11. Children with additional needs (such as SEN, EAL, AGT, PP) may have individual plans or support for transition as required. This will be discussed and agreed by the class teachers, Inclusion Leader, parents and (if appropriate) the child.

6. ANNUAL TRANSITION BETWEEN ALL YEAR GROUPS

6.1. Preparing children and families

- 6.1.1. Children have the opportunity to visit their new classes on induction day ('Moving up Day'), and ask any questions they may have of their new teacher / teaching assistants. This is repeated every year, for every year group.
- 6.1.2. During 'Moving up Day', children have the opportunity to show their parents their new classroom and informally meet their new teacher ('Open Door' afternoon).

- 6.1.3. Parents are invited to a 'meet the teacher' session early in the autumn term, and will be provided with classroom information. This is repeated every year for every year group.
- 6.1.4. Children with additional needs (such as SEN, EAL, AGT, PP) may have individual plans or support for transition as required. This will be discussed and agreed by the class teachers, Inclusion Leader, parents and child.

6.2. Preparing staff

- 6.2.1. Staff observe teaching in other year groups (especially above and below their own) to increase their understanding of the children's learning journey from year to year.
- 6.2.2. Transition meetings are held in which both sets of staff meet to discuss children's progress and to be aware of children in vulnerable groups, provision for SEN/AGT, medical needs and other relevant details (see Appendix 2: Transition meetings).
- 6.2.3. Any CPD needs for staff will be identified and planned for in the summer term, e.g. if teaching a new year group or teaching children with specific needs.

7. TRANSITION FROM KS1 TO KS2

- 7.1. Throughout Key Stage 1, children are given opportunities to mix and work with Key Stage 2 both in class and socially, in order to help them when they come to transition. These might include:
 - 7.1.1. The Year 6 / Year 1 book making project;
 - 7.1.2. Reading buddies;
 - 7.1.3. Play leaders from Key Stage 2 helping on infant playground;
 - 7.1.4. Whole school house-based activities such as sports day, maths challenge, etc.
 - 7.1.5. Shared playtimes once a week in the summer term.
 - 7.1.6. Use of the art and music room in Year 2.

8. TRANSITION FROM KS2 TO KS3

- 8.1. The Year 6 teacher will arrange a meeting with the heads of Year 7 from the Ashcombe and Priory secondary schools and, where possible, other schools children will be transferring to, to discuss the children who will be transitioning. (For distant schools, this may be a phone conversation).

- 8.2. The Year 6 teacher will arrange for a teacher from the secondary schools to visit Powell Corderoy and meet the children prior to their induction day, to answer any questions children may have.
- 8.3. PSHCE for Year 6 in the summer term will include preparation for transition and opportunities to explore their feelings about the year ahead.
- 8.4. All children in Year 6 attend an induction/visiting day at their new secondary school in the summer term.
- 8.5. Where possible, the Year 6 teacher will arrange for children who left Powell Corderoy the year before to visit the class and talk about their experiences of starting secondary school.
- 8.6. Children who are vulnerable at transition (such as those with additional needs or anxiety) will be offered the opportunity to take part in a more intense transition project, beginning at Easter, to better prepare them for the changes ahead. This may include additional visits to their new school if appropriate. The Inclusion Leader will coordinate this support and will ensure parents of those involved are informed.
- 8.7. Children with specific additional needs (such as SEN, EAL, AGT, PP) may have individual plans or support for transition as required. This will be discussed and agreed by the class teachers, Inclusion Leader, parents and child.

9. IN-YEAR TRANSITION

- 9.1. Children transitioning to Powell Corderoy from other schools during their school careers will be offered a tour of the school and a visiting day prior to starting.
- 9.2. The child and family will be provided with a school prospectus and school magazine, and an opportunity to meet with the co-head and class teacher before they start.
- 9.3. When they start, the child will be assigned a buddy in the class who is given the responsibility of looking after them during their first week. The buddy will meet and greet them on the school gate, give them a tour of the school and playground on their first day, and will accompany them to different lessons etc. as needed.
- 9.4. After their first week, the class teacher will arrange a discussion with the child and parents to see how things are going and answer any questions which may have arisen.
- 9.5. Children with specific additional needs (such as SEN, EAL, AGT, PP) may have individual plans or support for transition as required. This will be discussed and agreed by the class teacher/Inclusion Leader from their previous school, teacher and Inclusion Leader at Powell Corderoy, parents and (if appropriate) the child.

10. MONITORING AND REVIEW

- 10.1. Children will be asked about their perceptions of transition.
 - 10.2. Discussions with parents at Autumn Term parents evening will review transition
 - 10.3. Discussions with partner settings: nurseries, pre-schools, other primary schools and secondary schools.
 - 10.4. Discussions with teachers involved will review transition
 - 10.5. Assessment data will be analysed to identify dips in achievement at transition
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Policy approved by: _____ (print name)

On behalf of: _____ (committee or FGB)

Signed: _____

Date: _____

APPENDIX 2: Agenda for Transition Meetings (also in Teaching and Learning policy)

Transition meeting between cohort's current and future class teacher should cover the following:

1. Overview of cohort

Summary of each child - any specific strengths/difficulties worth knowing about?
Ensure the teacher is aware of any specific requirements.

2. Vulnerable groups breakdown

Which children are SEN / AGT / PP / EAL? What are their needs?

3. Medical needs

Any children with medical needs including asthma and food allergies. Share any care plans.

4. Provision mapping

Share historic provision mapping and make any recommendations for next term's provision mapping.

5. Social and behavioural

Flag up any issues and strategies you have used - what worked/what didn't?

Ensure the teacher is aware any historic behaviour problems or issues between specific children, especially if there have been any accusations of bullying.

Are there any children who need help making friends?

Are there any children who should not be seated together?

6. Family and home

Ensure the teacher is aware of any issues or relevant information regarding the child's home life, including any issues or concerns which have been raised by parents this year.

7. Assessments

Share a sample of books and check them against the assessed levels given - ensure the receiving teacher agrees with the levels awarded. Especially check any 'borderline' children or children who have made better than expected progress. If levels cannot be agreed, a wider sample should be looked at and the assessment leader consulted. The receiving teacher should ensure any disagreements are flagged up at this stage, as levels cannot be changed in the Autumn term.

8. Passing up

Agree which exercise books the current teacher will pass up and which will be sent home.