

# TRANSITION POLICY



### **Introduction:**

The Staff and Governing Body of Fountains Earth Primary School are fully committed to the welfare of each child. Care and attention is therefore given to each stage of the individual's transition to, through and beyond the school.

#### **Aims of This Policy:**

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. foundation stage to Key stage 1, can be especially so due to the change of 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aims of this policy to:

- Promote the smooth transition of children at the start of each new setting
- Prevent and alleviate stress
- Promote continuity of teaching and learning

#### **Key principles on which we operate:**

The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age appropriate, with the child. Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs

Timescales for transition are variable to meet the individual needs of the child

Other relevant information e.g. social care issues, special educational needs, looked after child etc (all compliant with Data Protection Act.) will be shared on a 'need to know' basis. Staff from both year groups are involved in joint transition meetings for SEN children on school action plus

#### **Upon Entry to Reception:**

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school.

- Welcome for 'New' parents informal open evening.
- Information pack (including school prospectus) given to all parents.
- Individual (and private meeting) with each new parent and the class teacher - usually as a home visit
- Fountains Earth staff visit local pre-schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings.
- Individual tours offered, and time for their child to stay with the current class, to get them acquainted with new surroundings.
- Staggered induction of children to ensure their teacher can spend time with them developing routines, settling in etc.

#### **Reception (Early Years Foundation Stage) to Year 1(Key Stage 1):**

We recognise that for some children this stage of transfer can be more problematic so we try and ensure a smooth transition. We have looked at several areas: familiarisation, approaches to teaching and learning and transfer of information.

Familiarisation:

- One 'formal' day to work with Year 1 in July.
- Year 1 pupils to begin swimming in the Spring term as part of their familiarisation programme.

Approaches to Teaching and Learning:

Awareness that some pupils have had less time in the EYFS and that the infant staff may use the Early Years Foundation Stage Curriculum to inform their teaching for these and possibly others, through:

- Opportunities in the first term for some child initiated play.
- Opportunities for role play areas.
- Continued use of kinaesthetic teaching.
- Taking time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided accordingly.

#### Transfer of Information:

Infant staff made fully aware of Foundation Stage Profile for each child. These passed onto infant staff in summer term. Individual levels are also collated onto a spreadsheet to indicate the class profile.

Phonics Phase records passed on.

Children that may need additional help are highlighted.

Handover information including Initial Needs, vulnerable pupils, achievement books

#### **(KS1 to KS2 and through KS2):**

Throughout the child's time at Fountain's Earth smooth transition from KS1 to KS2 to class will be encouraged by:

Children encouraged to share good work with teacher of 'next class'.

Children transferring to the juniors will take part in Literacy and Numeracy lessons at the end of term

Teachers meet in summer term to discuss cohorts, look at progress indicators and complete 'handover' documentation.

Receiving teachers may visit class for short spells in summer term e.g. guided reading or story sessions

One formal day visit to new class and new teacher in July.

Transfer of records: IEP's, pinks/greys, Initial Needs and SEN Registers, Achievement Books (including reports), tracking information

To help with continuity and progress, the most recent key exercise books are also passed to the new class teacher

#### **Primary (KS2) to Secondary (KS3):**

Transition work completed in 2nd half of summer term as appropriate.

Two day visit to new high school - the first usually accompanied by Junior staff. Link work as arranged during the year may include:

- MfL outreach
- Maths and Literacy Gifted and Talented Programme
- Gifted and Talented holiday projects
- Big Fish Little Fish Transition Day
- Sporting and cultural events hosted at the local High School
- Formal meeting between the Year 6 teacher and the Head of Year 7 tutor of receiving secondary school.
- Year 6 staff complete a profile for each child to pass onto secondary school. STA scores and other data transferred as soon as it becomes available.
- Identified children (SEN, LAC) receive additional support before and after transition

#### **In-Year Induction:**

From time to time, pupils join the school at other points during the academic year. To aid with this type of transition, we would always expect to:

- Meet with parents before a child takes up place, tour the school/classroom, discuss educational needs
- Arrange for the child to visit, with or without parents, possibly over a series of days
- Contact previous school for records/information
- Arrange for parents to meet with the new class teacher

#### **Equal Opportunities**

We recognise that for some children e.g. special educational needs, looked after children, children with English as an additional language, those with turbulent home backgrounds etc, transition may be a stressful period of time that can affect their progress.

Hence we will ensure to identify those requiring special attention/support, at an early stage and provide a tailored and enhanced transition for these pupils. For those with a statement of SEN, the first formal transition meeting will be held during the summer term in year 5.

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