

Mickle Trafford Village School

TRANSITION POLICY

This document is a statement of the aims, objectives and strategies for ensuring smooth transitions at Mickle Trafford Village School.

Date written:	April 2010
Date of review:	April 2013
Date of next review	April 2016
Reviewed	September 2015

Next review	Autumn 2018
--------------------	--------------------

Signed

Head Teacher

Signed

Chair of Governors

Introduction

In this policy **TRANSITION** describes the process of a child's move from one place to another, from one year to the next and from one phase to the next. Transition should be a positive experience ensuring that children feel secure and comfortable and have a sense of continuity.

Our vision is to continue the Learning Journey from Foundation Stage to Key Stage 1 and beyond. Excellence and Enjoyment discusses broadening and increasing creativity within Key Stage 1 to meet the needs of young children. Extending the Foundation Stage curriculum into Key Stage 1 and beyond would address this guidance, as well as meeting the needs of all children as they progress in their learning.

We offer a creative curriculum throughout the school, where each child is seen as a unique individual who is entitled to a challenging and exciting learning environment that supports and extends their development.

Purpose

- To ensure that children experience a smooth transition from the Foundation Stage to Key Stage One, Key Stage One to Key Stage Two and Key Stage Two to Key Stage Three.
- To ensure that the quality and pace of learning are maintained and that children continue to make progress reaching their full potential.
- To ensure that children follow the appropriate curriculum, building on their learning in the Foundation Stage/ Key Stage One.
- To ensure that all staff see transition as a process rather than an event.
- To inform parents and children about the transition process.

Principles that underpin this Policy

- Styles of learning and teaching meet the needs of the children.
- The EYFS Framework is used to inform planning during the Autumn term in Year 1.
- Transition should motivate and challenge children.

Inclusion

We are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture and diversity.

Transition to Reception

The Foundation Stage staff work as a team consisting of teachers and teaching assistants in order to develop a sense of trust and enhance feelings of security for all children. The staff at Mickle Trafford School liaise with the staff from Mickle Trafford Preschool throughout the year, consulting and discussing changes to their curriculum to ensure there is consistency as the children transfer to school e.g. jolly phonics is used in both preschool and school following letters and sounds, letter

formation and handwriting style is the same..... The children attending Mickle Trafford Preschool visit the reception class regularly throughout the year, establishing relationships and becoming familiar with their surroundings and routines. For the less confident there is always a familiar face to go to for support.- Planning for the children is based on information and assessments provided by the previous setting. Children's achievements that have been met in preschool are passed on and discussed.

As a result of the close liaison and similar working patterns and routines with our preschool, transition from one to the other occurs as a natural progression. Any child in need of particular support has been observed throughout the previous year giving the Reception teacher a good insight of and opportunity to plan for individual children.

Communication with parents has always been at the forefront of Foundation Stage practice. From the Welcome meetings and presentations and home visits before the children start in Reception to the first 'settling in' parents meeting and, finally, to the in depth report at the end of the Reception year, parents are kept involved and updated on their child's progress. Presentations throughout the year include demonstrations on the development of phonics, reading, writing and numeracy. During the Reception year parents are given an opportunity to visit the Reception class, meet the teacher and look at how the children learn. Families are also invited to share their child's experience of lunch during the first week.

During the summer term all new starters are invited to visit their new class for two mornings, they also have a party with the current Reception children. This gives the parents an opportunity to meet existing parents and ask any questions regarding the transition. The new starters are also given a Year 6 buddy to help them to settle into their new school, they will meet their buddy during these visits. Y6 also write a letter to their buddies which are sent over the summer holiday welcoming the new children to school.

As most children attend either Mickle Trafford Preschool or a local nursery (where information is shared) before starting school, the time taken to settle children into school is very short. During the first week of term they attend mornings and stay for lunch on the Friday. There will always be the option to extend this period if a child finds this process difficult. The Y6 buddies help to settle the children at lunchtimes and during playtimes.

Every member of staff makes it their priority to get to know the new children. During the Summer and Autumn term named photographs of all EYFS children are displayed in the staffroom to help with this process and we pride ourselves on getting to know them quickly.

Transition from Reception to Year 1

- During the Summer Term, the Year 1 teacher visits the Reception class to observe the children in their Foundation Stage environment.
- Year 1 teacher looks at the resources and environment provided in the Foundation Stage classroom and how they are labelled in order to allow continuity in the Year 1 classrooms, with many of the photograph labels passed on.
- Opportunity is provided for all children to visit the Year 1 classroom during a whole-school class swap, other times are also utilised e.g. story times.
- Opportunity is given for reception staff to share and analyse the Foundation Stage Data and general information with the Year 1 teacher so that plans can be made for those children who need greater support on entry to Year 1. This provides the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stage of development on entry to KS1.

- Foundation Stage Data is passed on to the Year 1 teacher to be added to until the individual child has achieved the Early Learning Goals. The Year 1 teacher uses this information to plan an effective curriculum and provision for all children.
- During an Open Parents afternoon in the second half of the Summer Term, the Year 1 teacher is available to meet new parents and show them around the new classroom.
- An information booklet is sent to all Reception parents during the summer break entitled 'Moving up to Year 1' (needs updating). This booklet outlines expectations in Year 1, changes in routines, and general reminders.
- Parents are encouraged to look at the Year 1 class pages on the school website in order to get an idea of the types of activities their children can expect to do in Year 1.
- A welcome newsletter is sent to parents, at the beginning of the Autumn term, which outlines the curriculum coverage and urges parents to express any concerns and needs as they arise.
- The Learning Environment in one Year 1 classroom is organised with areas of continuous provision. These include a reading area, writing area, creative area, small world area, role-play area, a construction area and an outdoor area.
- There continues to be opportunities for child initiated independent learning through planned play and the amount of time that children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners.

Transition from KS1 to KS2

For many children this is seen as a very exciting time as they move into the juniors but it is acknowledged that it can also be quite an anxious time too. The following steps are carried out in order to support the children in this move.

- Visits to the Y3 classroom are timetabled during the summer term so that the children experience the layout and organisation of the junior part of the school.
- Opportunities are given for the children to verbalise any concerns they may have and these are answered by the teachers and also the current Y3 children – this may include such things as “Are you allowed to bring a pencil case?” “What happens if you want to go to the toilet?”

Moving from class to class

- Opportunity is provided for all children to visit their new classrooms during a whole-school class swap in the summer term. This visit helps the children to become familiar with the new classroom, new routines and new staff.
- A welcome newsletter is sent at the beginning of the Autumn term introducing the class teacher and other staff working within the class, it also details the daily routines.
- This information is also held on the class website page so that families can refer to the information which details class routines, expectations for the year etc
- During the Autumn term there is an Parents Evening. This enables parents to meet their child's new teachers, ask any questions, and generally ensure they are prepared to support their child in the coming year.
- Staff pass on assessments, general information and SEND information to the new teachers. This provides the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stage of development.
- Parents of children with SEND have the opportunity to meet with teachers in the Summer term prior to moving class to ensure that any potential barriers to a smooth transition are overcome

If a child joins a class from another school (in year admission) then help is given to support that child into school. Wherever possible visits are arranged for the child prior to starting so that they get to know some of the children in the class, meet their class teacher, have time in the classroom and playground etc.

Class letters are posted or emailed to the child from the class welcoming them to the school and also giving information about routines and what they can expect to do. These are also available for any new staff e.g. Associate Teachers, supply teachers... Need updating

On the day they start staff will have prepared resources for them e.g. named a peg in the cloakroom, labelled a drawer for them, organised some books and equipment for them etc. They will also assign a couple of children to act as a friend and support them throughout the day(s) – giving them another guided tour and introducing them to people, helping them to learn routines etc.

Transition from KS2 to KS3

- During Year 4 & 5 the children visit local High schools and parents attend open evenings and /or open days to begin their decisions around choices.
- During Year 5 & 6 the children are invited to High Schools to carry out curriculum enrichment activities, including sports events, which help them to become familiar with the buildings and the staff
- Teachers from our local High schools work collaboratively with our Y6 teachers to moderate writing
- At various points throughout the year, KS3 teachers work with the Y5 & Y6 class or groups of Y6 children on different curriculum areas e.g. to extend more able children in maths and literacy, deliver science lessons.
- Teachers (and sometimes Y7 pupils) visit school to meet the children who will be moving to their school in order to explain what to expect and answer any questions the children may have.
- The Y6 teacher spends time with high school staff in the summer term detailing academic and social information about the children
- The Educational Psychologist & SENIC are often contacted in the summer term for advice and strategies for children who will find this transition difficult and some schools provide summer classes to support the more vulnerable children.
- Confidential records including any safeguarding information will be transferred in a separate file and delivered to the receiving school. A member of staff will be asked to sign for this information as proof of receipt
- In the summer term Reception buddies write letters to the Y6 which are sent during the first week the children go to their High School.
- A local church group is invited in to deliver support to Y6 transition called 'Your move'. This takes place during the Summer term and addresses concerns about moving to high school in a fun and positive way.
- Transition to high school visits are organised in the Summer term to enable SEND or vulnerable children to become familiar with the routines at high school.