

# Robert Mellors Primary and Nursery School.



## Transition Policy

### Defining the Terms

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 practise has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Care and attention is given to each stage of an individual's transition to, through and beyond the school.

### Aims of the Policy

Entering a new situation (e.g. a new classroom and a new teacher) can be an anxious time. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both of these extremes can inhibit learning. It is therefore the aim of this policy to:

- Promote the smooth transition of children at the start of each new setting
- Prevent and alleviate stress
- Promote the continuity of teaching and learning
- Consider issues of planning and assessment as well as whole class organisation and teaching styles

### Principles that Underpin the Policy

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents / carers, existing staff, receiving staff and, if age appropriate, with the child.
- Other relevant information e.g. social care issues, special education needs, looked after child etc. (all compliant with the Data Protection Act) will be shared on a 'need to know' basis.
- Planning is based upon assessment information from the previous class / setting.
- Approaches to teaching and learning are harmonised at the point of transition.
- Although based on age related expectation, teaching and learning meets the needs of the child and is not based on a 'pre-conceived notion' of what is appropriate for the next phase / Key Stage.
- 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.

### Transition from Home/Previous Setting to F1

- When contact first made, parents / carers given details about Sure Start and encouraged to attend.
- F1 staff arrange a home visit with all the children who begin F1 at the start of the academic year. Later admissions have a home visit whenever possible.
- During home visit, we ask parents / carers to talk with staff about children's interests, strengths, experiences, medical history and general information about the child and family as a whole. This enables staff to plan for the child's needs and signals the beginning of an important relationship.
- **A F1** booklet containing information about the setting is given to all parents.

- Where professionals are already supporting a family (eg health visitor / Sure Start) we will endeavour to do joint home visits.
- Previous setting contacted by phone to request information including levels of development
- Children with identified SEN , early meeting with parents (and other professionals as needed) to identify needs and look at support needed

### **Transition from F1 to F2**

- All new children have a home visit. Also, where additional support may be required, home visits for F2 children may also be offered.
- An open morning is held for children who come into F2 class.
- F1 learning journeys are sent to the F2 staff and assessments of children moderated.
- The key worker system is still used in F2 where each child / family has a named adult to whom they can talk to.
- An open morning for parents also held prior to children starting in F2.
- For children coming from another setting, contact with previous setting and attendance at Transition Network meetings will support sharing of information

### **Transition from the Early Years Foundation Stage (F1 and F2) to Key Stage 1**

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

#### ***Familiarisation:***

- VCOP display and visual timetable continued with the same symbols.
- Attending whole assemblies is increased.
- Joint playtimes with Key Stage 1 children and staff, with shared equipment and activities.
- Children encouraged to visit Year 1 and share work.
- Learning Journeys to be taken up to Year 1.
- Year 1 teacher to spend time in the summer term with F2 class reading story, child initiated play etc.
- Team teaching of phonics.
- Several visits to work in Year 1 in July.
- Year 1 classroom to reflect a similarity to the F2 learning environment, as it exhibits areas of learning available to the children e.g. role-play, art and creativity, ICT, reading and writing areas.
- Transition workshop for parents / carers in the summer term, with opportunity to meet Year 1 teacher.

#### ***Approaches to Teaching and Learning:***

- Opportunities for independent learning will be emphasised.
- Opportunities in the first term for child initiated play.
- Time taken to observe the children in play activities that they have chosen themselves in order to assess their learning styles and adjust learning experiences provided accordingly.
- Outdoor play opportunities.
- A communication friendly spaces approach will underpin the learning environment.

### ***Transfer of Information:***

- Characteristics of effective learning descriptions passed on.
- Year 1 teacher made fully aware of EYFS profile for each child. Individual scores also collated onto spreadsheet to indicate class profile.
- Emerging children's actual levels shared.
- Phonics books passed on along with knowledge of high frequency words.
- Children who may need additional help are highlighted – first half term interventions set up.
- Reading / writing / numeracy assessment and tracking data passed on.
- Ability group information passed on.
- Assertive mentoring folders and assessment books passed on.
- New writing books set up, with last piece of writing from F2 on first page.
- A list of independent learning strategies will be shared.
- Additional information about the children i.e. allergies, IEPs, CP / social care and attendance issues to be passed on.

### **Transition in subsequent years throughout the school**

Throughout the child's time at Robert Mellors, a smooth transition from class to class will be encouraged by:

- Whole school assemblies, including weekly celebration assembly.
- Throughout the year, there are shared assemblies, buddy reading systems and topic or special days where children throughout the school mix with each other, allowing them to get to know other staff more.
- All children to visit new class and work with new teachers during agreed time in summer term.
- Teachers meet during summer term to discuss next cohort.
- Rigorous tracking of children's progress throughout year, including reading, writing, maths and science enables following teachers to plan and create targets for next year.
- Assessment books and Records of Achievement move with children from class to class.
- Summer term SEN reviews for specific children to be attended by the child's next teacher.
- Transfer of records including:
  - IEPs
  - Assessment data
  - Pen profiles
  - Ability groupings
  - CP folder
  - Archived assessment and assertive mentoring information.
  - Writing assessment books
  - Records of Achievement

### **Children joining Robert Mellors from other schools during Years 1 to 6**

- Individual tours offered to all incoming parents and children.
- Time for the child to stay with the current class is also offered to help get acquainted with new surroundings.
- Buddy system set up to help child integrate.
- New children assessed as quickly as possible by class teacher.
- Parents receive prospectus about school.
- Records from previous school made available to class teacher.

## **Transition from Year 6 to Year 7**

- Staff from secondary schools to visit children in Year 6.
- Identified SEND children to receive additional support before transition, coordinated by staff from both schools. This **may** include additional visits to receiving secondary school.
- Meeting between Year 6 teacher and head of Year 7 / senior staff from receiving secondary school.
- Transfer of records to secondary school.
- Summer term SEN reviews attended by head teacher and staff from receiving secondary school.
- Year 6 children attend their receiving secondary school for a transition day in the summer term.
- Sessions / transition projects in various subjects (i.e. science / PE) take place at receiving secondary school.
- PSHE and other subjects in summer term, wherever possible, delivered with transition in mind.

## **Equal Opportunities**

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area. The children and parents are actively involved in the process and their perceptions about transition are explored and valued. We recognise that for some children e.g. special educational needs, looked after children, English as an additional language, bereaved children, transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those children requiring special attention/support, whatever their race/gender/beliefs, at an early stage and the receiving teacher will be made aware of this. Robert Mellors Primary and Nursery School upholds its anticipatory duty towards all incoming pupils.

**Approved by Governors March 2015**

**Next review Spring 2018**