

Manor Park

Primary School



Transition Policy

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Manor Park Primary School Transition Policy

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

Aims

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles That Underpin the Policy

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / Key stage
- There is professional regard for the information from the previous setting / phase
- 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

Continuity of Teaching and Learning

Within the school, we use the following processes:

Transition from Pre-School Settings to the Foundation

Stage:

- Discussions occur between our teachers and staff from other settings.
- Individual tours offered to all incoming parents and children
- Parents of prospective EY children are invited to a meeting during the summer term.
- Parents receive an 'information pack' with information about the school
- Prospective Reception children visit school during the term before they start, to become familiar with their new school and setting
- Nursery children attend 'open sessions' during the summer term and all parents have an induction meeting in school with their child's key worker,
- Through observations a base line record is completed within the first few weeks of entry to the EYFS. This will also highlight the needs for any early intervention
- EYFS staff are always available before and after school to chat to parents.
- They are proactive in talking to parents about issues that may arrive with individual children
- Regular stay and play and parent 'sharing events' are held both in Nursery and Reception.

Transition from the Early Years Foundation Stage to Year 1

- The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas.

Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the EY. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Early Years Foundation Stage into KS1:

- Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the wellbeing and development of the child

Information passed onto Year 1 teachers includes:

- knowledge of sight vocabulary
- knowledge of sounds/phonics
- reading ability
- writing - profile level
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) and schools' internal electronic data tracker highlighting each of the targets achieved.

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills)

Transition in subsequent years throughout the school

- Regular phase achievement assemblies.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- All children visit new classes and work alongside new teachers in the summer term.
- Open Evening for parents come and meet the new class teacher in the summer term.

- Teachers complete the end of year assessments for their existing class and there is an opportunity for professional discussion and moderation of standards. Annual tracking of children's progress through Interim and Key Stage SATs, spelling, reading and mathematics assessments. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, Manor Park University and curriculum opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children.
- Books move with children to provide evidence of previous years' progress and targets. These are started at summer half term and then continued into the next year group.
- Transfer of records: IEP's and other assessments in the teacher tracking file (Red File).
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling, reading and mathematics assessments. Data informs next teacher of targets for the following year.

Children Joining from Year 1 to Year 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 the acquainted with their new surroundings.
- Parents receive a school brochure with information about the school
- New children assessed quickly by class teacher and/or SENCO
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENCO.

(See pupil Induction Policy for more

information) Year 6 to Year 7

- The Year 7 tutors from receiving schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEN) receive additional support before and after transition
- Transfer of records to secondary school
- Year 6 children attend their prospective secondary school for a Transition Day during the summer term
- Year 6 children engage in transition units in association with the secondary schools