

HERON CROSS PRIMARY SCHOOL

TRANSITION POLICY

Introduction:

The Governing Body of Heron Cross Primary School is fully committed to the welfare of each child.

Care and attention is 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 Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.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.

Upon Entry to Nursery

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

- 'New' parents meeting prior to their child attending
- Home visits undertaken by nursery staff.
- Information pack :(including school prospectus) given to all parents.
- Individual (and private meeting) with each new parent and the class teacher.

- 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 key worker can spend time with them developing routines, settling in etc.

Nursery to Reception

- Exchange of information for new children to school - Prospectus, Admission form.
- Familiarisation tour if required.
- Close links between reception and nursery staff - meeting to exchange information/nursery records.
- Reception teacher to visit and meet/work with nursery children on several occasions prior to transition.
- Nursery children - arranged visit to reception class and teacher/support staff.
- Welcome meeting for parents and pupils.
- Initially only half day attendance for first week.

Reception (Foundation Stage) to Year 1 (Key Stage 1)

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

Familiarisation

Attending once a week whole school sharing assembly

Joint afternoon playtime with Key Stage 1 children and staff, with shared equipment/activities.

Children encouraged to visit year 1 to share good work.

Year 1 teacher to spend time in summer term with reception class-reading story, child initiated play etc. Joint key stage 1 productions.

Shared Golden time in second half of year.

Weekly transition in July.

Approaches to Teaching and Learning:

Opportunities child initiated play

Opportunities for roll play.

Continued use of kinaesthetic teaching.

Take 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.

Recreate the 6 areas of learning.

Transfer of Information:

Year 1 teacher made fully aware of Foundation stage Profile for each child. These passed onto Yr 1 teacher in summer term. Individual scores are also collated onto a spreadsheet (and graphical representation to indicate the class profile.

Phonics Phase record sheet passed on

Children that may need additional help are highlighted.

Class to Class (KS1 to KS2 and through KS2)

Throughout the child's time at Heron Cross smooth transition from class to class will be encouraged by:

Weekly whole school sharing assembly.

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

Teachers meet in summer term to discuss individual children.

In summer term transition days to meet new teacher.

Receiving teacher visit class for short spells in summer term e.g. guided reading session.

Creative event days in summer term.

Transfer of records IEP's

APP shared with next teacher.

RRR shared with next teacher.

To help with continuity and progress, the following most recent books will be passed onto the Receiving class:

Literacy (writing)

Mathematics

Science

Primary (KS2) to Secondary (KS3):

- Transition work completed in 2nd half of summer term.
- One day visit to new secondary school
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- Year 6 teacher completes a profile for each child to pass onto secondary school.
- Identified children (SEN, LAC) receive additional support before and after transition.
- Transfer of records to secondary school.
- Invite subject heads in summer term to work with Year 6

Equal Opportunities

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

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.