

# **Transition Policy**



**Prospect Vale Primary  
School**

**2019**

## **1 Definition**

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.

## **2 Aims and Objectives**

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.

## **3 Policy Principles**

- 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 a 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 attention to the particular needs of the children.

## **4 Continuity of Teaching and Learning**

At Prospect Vale Primary School, we use the following processes:

### ***4.1 Transition from Pre-School to the Foundation Stage:***

- Discussions occur between Prospect Vale's teachers and staff from other providers.

- Tours of the school are offered to all incoming parents and children along with a meeting where the transition process into Reception at Prospect Vale is shared and discussed.
- Parents receive a 'Parents' Pack' with information about the school and its procedures.
- Prospective Reception children visit school on several occasions during the term before they start, to become familiar with their new school and its setting.
- Children begin Reception on a full-time basis during the September of the school year (September – August) in which their 5th birthday occurs. However, where a child may have a significant additional need, where full time may not be suitable, an agreement is made in consultation with parents, seeking advice from outside agencies where required.
- Through observations, a baseline record is completed within the first few weeks of entry to Reception – this will also highlight the need for any possible early intervention.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of the EYFS curriculum
- The EYFS staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children
- Formal meetings occur with all parents of Reception children during their first term within the school.

#### ***4.2 Transition from the Foundation Stage to Year 1***

The Year 1 curriculum builds on and extends the experiences children have had during the Early Years Foundation Stage. Teaching and learning is delivered in a creative and hands-on way to support the children's transition.

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. reading, writing, maths, construction and role play areas).

Although Year 1 is the first year in which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Unit. 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 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 well-being and development of the child.

Information passed onto Year 1 teachers includes:

- Knowledge of the Phonics phases and sounds within
- Reading ability.
- Writing ability.
- Maths ability.
- Printed version of each child's Early Years Foundation Stage Profile (EYFSP) 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 (ELGs) and National Curriculum learning objective.

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

The following procedures will occur:

- Teachers meet in the summer term to discuss individual children and their progress as they move from class to class.
- All children visit new classes and work alongside new teachers during a number of transition sessions throughout the summer term. Children will be introduced to their new topic and begin creating art work linked to it to create display for their new classroom.
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments occur continuously. This data informs the child's next teacher of targets and learning goals for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children from different age phases mix together to enable them to get to know other staff as well as one other.
- Targets in reading, writing and numeracy are continued over from July to September.
- Transfer of records, for example, SEN data, assessment and attendance data.

- Parents have the opportunity to talk the new class teacher before the summer holidays during a 'Meet the teacher' evening.

#### ***4.4 Children Joining from Year 1 to Year 6***

- Individual tours offered to all incoming parents and children.
- Induction sessions are available to allow a child to become familiar with their new class and surroundings.
- Parents receive a 'Parents' Pack' with information about the school.
- New children assessed quickly by class teacher and / or SENCO.
- A 'buddy' is identified to help the new child to integrate.
- Records from previous school are made available to the class teacher and SENCO.
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

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

- Visits to Prospect Vale's feeder secondary school, most frequently The Kingsway, but other secondary providers too, are undertaken from the earliest opportunity, sometimes in Year 5 and certainly in Year 6.
- In some instances, the Year 7 tutors from secondary settings visit Year 6 to meet the children at Prospect Vale and discuss their thoughts and concerns ahead of transfer.
- The Year 6 teacher liaises with the Year 7 teacher from the receiving school to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEND) receive additional support before, during and after transition. Where a child has an Education Health care Plan, with parent's permission, a representative from the secondary setting will be invited to attend the final Annual Review Meeting.
- The transfer of records to the receiving secondary school takes place.
- Year 6 children attend their prospective secondary school during the summer term.

### **5 Equality, Diversity and Inclusion**

Children and parents are actively involved in all transition processes that take place while at Prospect Vale and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with additional learning or access needs experience a similar ease of transfer as other pupils.

At Prospect Vale Primary School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

**This policy is due to be reviewed in 2022**