

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

Aims For Policy

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 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 particular attention to the particular needs of the children

Continuity of Teaching and Learning

At The Links Primary School, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Discussions occur between The Links Primary School teachers and staff from other settings take place to discuss assessment information recorded.
- Individual tours offered to all incoming parents and children
- Parents of prospective F1 children are invited to a meeting on the first morning of their first visit to talk through the transition process and the Foundation Unit at The Links Primary School
- Parents receive an 'information pack' with information about the school
- Prospective F1 children visit school for several sessions, ranging from short periods of 1 hour to full sessions before they start, to become familiar with their new school and setting
- All parents sending children to The Links Primary School complete the "All About Me" transition booklet
- Through observations and the "All About Me" booklet a base line record is completed within the first six few weeks of entry to the Foundation Unit. This will also highlight the needs for any early intervention
- A meeting for parents during the Autumn Term is arranged to explain the teaching of 'Letters and Sounds' and how the 'Jolly Phonics' scheme supports it
- The Foundation Unit 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.

Transition into Reception

Nursery and Reception share a common area and outdoor area and integration between classes is encouraged. During the term before entry into Reception, joint activities are organised. For example, educational visits, picnic in the park, sponsored events and sporting activities. During the term before entry into Reception, Nursery children spend time exploring the Reception classroom. During the term before entry into Reception, Nursery children spend a series of sessions in the Reception classroom with the Reception teacher. Both the Nursery and Reception teachers use the same assessment process to enable easy recognition of children's aptitudes, likes, dislikes etc. by all staff.

During the Summer term, Nursery children spend time in the main school building to explore the library, toilet blocks, cloakrooms, office etc. Lessons are planned to take place in the hall to allow the children to experience different parts of the school.

During the second half of the Summer Term Nursery children attend some shorter assemblies in the main hall. They also use the dining hall to experience dinner several times to reduce anxiety concerning lunchtime.

Parents' information evenings are held in the first half of the autumn term to reflect on the transition process, provide information about the EYFS curriculum and profile, and address concerns or questions.

Nursery and Reception operate an open door policy and parents and carers are encouraged to share information, worries, concerns and successes with all staff throughout the year. .

Transition from the Foundation Stage to Y1

The transition from Reception, which is part of the Early Years Foundation Stage (EYFS), to Key Stage 1 marks an important step in a young child's school life; it is vitally important to ensure that it works smoothly for children.

At The Links Primary School, we recognise that the transition from Reception to Year 1 is a process rather than an event and that good transitions require good communication.

Children benefit from continuing to work in the same environment, with the same staff who know the children and their families. We aim to continue to promote good links between home and school through written information, informal and formal meetings.

Transition to Year 1 builds upon and extends the experiences children have had in the Foundation Stage.

There will continue to be opportunities for active child initiated independent learning

The amount of time children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners.

During the final half-term in Reception the children are integrated onto a section of the main playground at afternoon and lunchtime playtimes.

The Year 1 teacher will visit the Reception class throughout the Summer term, to familiarise themselves with the children, each visit will be short but frequent, to learn a song together or read a story.

Teachers share the results of the EYFS Profile with parents/carers at the end of the Summer Term and opportunities provided for discussions.

At the beginning of the Autumn Term in which children enter Year 1, the class teacher explains the process of transition and the changes to the structure of the school day. At this meeting parents are consulted on their views, opinions and concerns on the transition to KS1. Guidance is given on how parents can continue to support their child's learning in Year 1, including the development of reading, writing and number skills.

Monitoring and evaluation

The EYFS Leader monitors the transition from the Foundation curriculum to KS1 through the monitoring of planning, assessment records and through informal discussions relevant members of staff.

Transition in subsequent years throughout the school

- Weekly whole school sharing assembly.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- Teachers to then meet in the Autumn term to discuss progress in new class and ensure there is continuity in progress and standards.
- All children visit new classes and work alongside new teachers on Transition Day in the summer term.
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.
- Teachers meet to discuss individual children's progress as they move from class to class
- Targets in reading, Writing and numeracy are continued over from July to September
- Writing folders move with children to provide evidence of previous years' progress and targets
- Transfer of records: IEP's, Assessment Folder (incl. Pink and Grey Tracking), Profile folder, Literacy record of Achievement, Ability groupings for literacy (incl. phonics phase records sheet for Years 1-3) and mathematics.

Children Joining from Y1 to Y6

- 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 'Parents' Pack' 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.

Y6 to Secondary School

- Teachers from Eaglescliffe Comprehensive School visit to provide lessons and assemblies in specific subjects (eg Sports and PE)
- The Y7 tutors from Eaglescliffe Comprehensive School visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are welcomed)
- 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
- Y6 children attend their prospective secondary school for a Transition Day during the summer term
- Y6 children engage in transition units in literacy and numeracy in association with secondary school

Review Date	Position	Signature
	Head	
	EYFS Governor	
	EYFS Leader	