

Mountfields Lodge Primary School



Transition Policy

Aim High, Reach for the Sky

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Transition Policy

Context

The governing Body of Mountfields Lodge School is fully committed to the welfare of each child. Care is given to each stage of the child's transition to, through and beyond our 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 Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.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 co-operation 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 EYFS (Foundation Stage):

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

- 'New' parents meetings are arranged prior to their child starting school
- An information pack (including link to school website prospectus) is given to all parents.
- An individual meeting is scheduled between each new parent and the new class teacher.
- School staff visit local pre-schools prior to the new intake starting to meet and observe the children in familiar surroundings.
- Individual tours of the school are offered for new parents and their children.
- Induction of children into school is part time for the first two weeks of the Autumn term to ensure that staff can spend time with them developing routines, settling in etc. as well as undertaking the aforementioned parents meetings
- Parents are invited to share lunch within the first week of the children being in school full time

- Open afternoons for “drop in” visits for parents and new pupils are scheduled during the Summer Term prior to starting school

EYFS (Foundation Stage) to Year 1(Key Stage1)

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

Familiarisation:

- The younger pupils are paired up with ‘buddies’ from an ‘older’ buddy class; they meet approximately once every two weeks
- KS1 & EYFS pupils share some joint assemblies from the beginning of the Spring Term
- EYFS pupils attend Achievement Assemblies from the beginning of the Spring Term (once fortnightly).
- Joint lunch/playtimes are undertaken with KS1/KS2 from the beginning of the Summer Term.
- Pupils are encouraged to visit other classes to share good work.
- Year 1 teachers are required to spend some time during the Summer Term with EYFS classes – reading a story, being involved with child-initiated play etc.
- One ‘formal’ day visit is scheduled during the Summer Term (2) to work in Year 1 with their new class teacher

Approaches to Teaching and Learning:

- During Autumn (1) Year 1 pupils have some access to daily free choice activities – planning is adapted to include free choice activities
- An awareness that some pupils have not yet achieved many of the ELGs and they will need to continue to work within the Foundation Stage curriculum is fostered
- Free flow provision to link indoor and outdoor learning is encouraged during Autumn (1) in Year 1
- A continued kinesthetic teaching approach is used
- Initially pupils use only one book to record all their work, similar to the EYFS ‘Learning Journeys’ until half term
- Parents invited to bring their children into classes for the first few weeks of term
- Open day for parents are scheduled during Autumn (1)

Transfer of Information: What is passed on from an EYFS teacher to a Year 1 teacher?

- Data sheets showing progress made during EYFS
- Highlighted list of pupils who may need additional help
- Reading diaries and new books chosen for each pupil
- Phonic and Key Word Assessment records
- A sample of independent writing for each pupil

Class to Class (Throughout KS1, KS1 to KS2 and throughout KS2)

Throughout the child’s time at Mountfields Lodge smooth transition from class to class will be encouraged/supported by:

- Pupil attending whole-school Collective Worship and fortnightly Achievement Assemblies – mixing with older pupils
- Buddy class partner work
- ‘Teacher Meets’ in Summer (2) between ‘old’ and ‘new’ class teachers to discuss individual pupils
- One scheduled ‘formal’ day visit to new class and new teacher in Summer (2).
- Sharing of ‘current’ individual end-of-year pupil reports
- Sharing of pupil progress and attainment data

Transfer of records:

Y1 – Y6

- Phonic Assessment and Phonic Test Check Score (as applicable)
- High Frequency Word Assessment (as applicable)
- Last piece of assessed independent writing
- Last Maths, English and EAW Book (kept until new books contain sufficient evidence in pupil’s new books)
- Progress and Attainment Data (paper copies and data stored on Target Tracker)
- Behaviour Records - any that are specific to individual pupils
- Copies of any ‘formal’ testing during previous year

Current RE books and Sketch Books are passed on for future use.

Primary (KS2) to Secondary (KS3):

- Transition work is completed in Summer (2) as/when locally agreed between schools
- One – three day visits to new secondary school (where offered).
- Sport /PE and Design and Technology sessions/visits to local secondary schools (where offered).
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary schools.
- Identified children (SEN, LAC) receive additional support before and after transition.
- Transfer of records to secondary school.

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. Hence we identify those requiring special attention/support, whatever their race/ colour/ gender/beliefs, at an early stage and ensure the receiving teacher/school is fully informed. Where necessary, a more extended and personalised transition programme is structured for the individual, whether within a Key Stage or cross Key Stage.