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Transition Policy

Date adopted by Governing Body:

Signed on behalf of the Governing Body:.....

Name in block:.....

Review Date:...Autumn 2022

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 settling in to their new learning environment in preparation for future learning and development.

Aims of the 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 Battling Brook School, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Battling Brook's teachers and staff from other

settings.

- Individual tours offered to all incoming parents and children
- Parents of prospective children are invited to a meeting during the Summer Term to talk through the transition process and the Foundation Unit at Battling Brook. Children have an induction day at the end of the Summer Term before entry.
- Parents receive a 'New Starter pack' about the school
- All children whose 5th birthday falls within the academic year enter at the beginning of the Autumn Term.
- Through observations and information from feeder pre-schools recording development matters band levels on entry, a base line record is completed within the first 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 reading and our phonic scheme 'RML'
- The Foundation Unit staff are always available before and after school to chat to parents and we have an 'open door' policy
- They are proactive in talking to parents about issues that may arrive with individual children.
- Achievements are structure together over the year in a Learning Journey.

Transition from the Foundation Stage to Y1

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 Foundation Unit. Children in Year 1 are encouraged to select resources and activities apart from books for Maths and English. All children continue to demonstrate their learning in a variety of ways.

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 on to Yr 1 teachers includes:

- knowledge of sight words
- knowledge of letters and sounds - RML
- reading ability
- Writing – profile level – including their last piece of assessed work from FS.
- 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 (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for Maths and early criteria for English skills) Once transferred to Year 1:

- Some children continue to work and be assessed within the FSP for their first term
- Children who are not working towards Age Related Expectations within the National Curriculum will have their progress measured against P Levels from the Spring term onwards

Transition in subsequent years throughout the school

- Weekly whole school assembly where possible.
- Teachers meet in summer term to discuss individual children.
- All children visit new classes and work alongside new teachers on Transition morning 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.
- Throughout the year, there are shared assemblies, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know each other, teachers and staff
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEND children where deemed appropriate.
- Targets in Reading, Writing and Maths are continued over from July to September
- Transfer/disposal of all records held at Battling Brook.

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 can receive information about the school on the website
- 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 Y7

- As part of the primary PSHE curriculum children discuss the transition process and their worries and concerns with the class teacher
- Sessions in sport /PE, English and Maths take place at the secondary schools for children from Years 5 and 6 some as extra curricular
- Teachers from Redmoor Academy (a catchment school) when available, visit to meet children.
- A member of the SLT from Redmoor High School visit Y6 children in the Autumn Term to meet the children and discuss their thoughts and concerns prior to the transfer application (other receiving schools are welcomed)
- An informal meeting between the Year 6 teachers and the Pastoral Manager of the receiving secondary school.
- Year 6 teachers liaise with Year 7 to create characteristic profiles including any specific SEND needs. All formal attainment data held on the SIMs database is transferred electronically via a common transfer file (CTF). Individual pupil hardcopy records including SEN are delivered personally by a member of staff to the secondary school.
- Y6 children attend their prospective secondary school for at least 2 Transition Days during the Summer term.