



TRANSITION POLICY

Preschool - Reception – KS1

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Introduction

In this policy, 'transition' describes the movement that takes place from one year group to the next, and from any 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.

Rational

At St. James's we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Preschool to Reception, and from Reception to KS1 transition. The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

We recognise that all children can be vulnerable to times of change. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment.

We give consideration to children's holistic needs and understand that ensuring the continuity of children's experiences involves all aspects of their care and learning. We know that children cope better with transitions when conditions are similar and change takes place gradually over time. Good communication between settings and home to ensure similar conditions, and a clear, welcoming procedure can support the transition process.

Aims

We want our children to experience a smooth emotional and educational transition from one phase to the next. Transition preparation supports the development of children's self-esteem and confidence in readiness for starting school. This will ensure that children make the best all round progress.

This policy sets forth how we intend to achieve these aims. Consideration is also given to additional transition requirements in light of COVID-19 and any possible amendments are stated here.

COVID-19 Amendment: Some transition practice stated here is not currently possible, therefore all possible alternative means of communication to parents will be used to share information while the school remains closed and Government measures remain in place.

Equal Opportunities and Inclusion

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

Communication between children, parents/carers and staff between settings, ensures information is shared and acted upon. Appropriate assistance will be provided in a variety of ways including;

-  A range of learning styles
-  Using pupil's ideas and motivations as a starting point for learning
-  Adjusting the conceptual demand of the task as appropriate for the child.

There are clear curriculum guidelines for children with learning difficulties during transition.

Principles that underpin the policy

The principles that underpin our transition policy are

- ✚ Children's emotional welfare, wellbeing and involvement should be assessed before, during and after transition.
- ✚ Children should enjoy the transition process; it should motivate and challenge them.
- ✚ Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- ✚ Children, parents/carers and staff need to be involved on an equal basis.
- ✚ Transition is about the setting fitting the child, not the child fitting the setting.
- ✚ Transitions are not overlooked or left to chance, but thought about and planned in advance.
- ✚ Approaches to teaching and learning should be harmonised at the point of transition
- ✚ Planning should be based upon assessment information from the previous class/group/setting
- ✚ Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
- ✚ There should be a professional regard for the information from the previous setting/phase
- ✚ Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- ✚ Effective transition takes time, and is a process rather than an event.

Initial preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into the schools Self Evaluation schedule. Transition is also recognised as a process and can be an anxious time for children, particularly if there are additional needs or other significant changes have occurred. Some children may adapt to the change sooner than others.

At St. James's we recognise that the current pandemic situation and the subsequent return to school following a sustained period at home, will require consideration in the transition process. Following recent training on the impact of Adverse Childhood Experiences (ACEs) to children's wellbeing and learning, staff are well placed to identify and respond to any needs that arise from such experiences.

- ✚ A welcome meeting is arranged for new Reception parents and takes place during the Summer Term.
- ✚ Parents receive a 'Parents' Pack' with information about the school including a letter from the Reception Staff.
- ✚ Transfer Forms are requested from Preschool settings for Reception Staff as a supportive tool.
- ✚ 'All about me' forms are requested from Preschool parents to share information about their child with Reception Staff.
- ✚ Year One teachers spend some designated time in Reception each term, observing children in their familiar environment and observing practice.
- ✚ Time is planned for termly meetings between Reception and Year One for teachers to discuss on going assessment and Profile information.
- ✚ Reception, Year One teachers and the Assessment coordinator agree together what needs to be handed on at the end of the year.

- ✚ Reception children visit Year One a minimum of once during the Summer term.
- ✚ At least one joint project is planned between Reception and Year One each year.
- ✚ Arrangements are made for passing on information to parents about the transition to Year One.
- ✚ Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment.
- ✚ Reception teachers are given designated time to observe teaching practice in Year One at least once a term.
- ✚ Reception staff visit preschool settings

Creating an appropriate environment

Excellence and Enjoyment (DFES) discusses broadening and increasing the creativity within Key Stage One to meet the needs of young children. Extending the Foundation Stage curriculum into Key Stage One addresses the advice given in this guidance, as well as meeting the needs of younger children as they progress through their learning.

- ✚ Year One classrooms have areas of continuous provision to support and extend children's independence skills. We recognise that due to COVID-19 the Year One classrooms may need to closely reflect the Reception environment for an extended period of time.
- ✚ All staff have received training on how to provide a high quality learning environment
- ✚ Year One staff have visited reception to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- ✚ The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focussed tasks

- ✚ Children in Year One have access to an outdoor learning environment to support teaching and learning.
- ✚ A richly resourced outdoor classroom is used to support teaching and learning in Year One.

Building on what children know and understand

- ✚ Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.
- ✚ Support staff move temporarily with children/permanently with Reception children to their next class.
- ✚ Reception and Year One staff meet to discuss assessment information –
- ✚ Reception teachers highlight those children who are still working at Foundation Stage level or may need a modified curriculum.
- ✚ Year One teachers will use cross phase planning that incorporates both Profile Scale Points and National Curriculum levels.
- ✚ Reception and Year One teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year One
- ✚ Teachers meet after the first few weeks in Year One to discuss individual children after the settling in period –
- ✚ Throughout the year, Reception and Year One teachers occasionally teach each other's classes to develop a greater understanding of children's learning and gain knowledge about the curriculum.

Partnership with parents

At St. James's we encourage parents to be involved by:

- ✚ Inviting parents into school 3 times a year to discuss the progress of their child.
- ✚ Inviting parents into school in the Summer term to discuss the annual report
- ✚ Inviting parents to curriculum evenings
- ✚ Half termly information newsletters to inform parents of curriculum coverage.
- ✚ Encouraging parents to come in and take part in activities with their child.
- ✚ Parents are informed in the Summer time about the class that their child will be in.
- ✚ Parents are given clear information about what to expect in Year One
- ✚ Parents are invited to experience the Year One environment, classroom layout and resources before September
- ✚ Reception parents are invited to help out in Year One
- ✚ Parents are invited to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year One.
- ✚ An open door practice provides opportunities to address any issues regarding their child settling into their new Year group.

Continuing Professional Development

- ✚ Reception and Year One teachers know what the Early Years Foundation Stage Profile contains and how to interpret the scale points.
- ✚ Reception and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- ✚ Reception and Year One teachers are confident in making assessments through the observation of children

- ✚ Reception and Year One teachers plan collaboratively checking that continuity and progressions are evident from Reception to Year One.
- ✚ Professional development opportunities in relation to transition are evident in the School Improvement Plan.

Further Reference

- Seamless Transition: Supporting continuity in young people's learning, Ref DFES – 0267 – 2006
- Every Parent Matters, Ref LKAW/2007
- Progress Matters – Reviewing and enhancing children's development, Ref. 00217 – 2009BKT-EN
- The Impact of Parental Involvement on Children's Education, Ref DCSF – 00924 - 2008

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'Continuing the Learning Journey' – supporting transition from Reception to Year One is available from QCA order line Tel: 08700 60 60 15

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