



Layfield Primary School

Transition Policy

February, 2018

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1 Definition

- 1.1 In this policy, '*transition*' describes the movement that takes place from one setting (including the home) to another. It is defined as the process where policy and practice have been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

2 Aims and Objectives

- 2.1 We want all children to experience a smooth transition throughout their educational career so that the pace and quality of learning ensure that children continue to make the very best progress and reach their full potential.
- 2.2 This policy addresses issues of communication, planning, assessment, classroom organisation and teaching styles.

3 Policy Principles

- 3.1 Approaches to teaching and learning are considered at the point of transition.
- 3.2 Planning is based upon assessment information from the previous class / setting.
- 3.3 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.
- 3.4 There is a professional regard for the information from the previous setting / phase.
- 3.5 Transition motivates and challenges children.
- 3.6 Resources, including staff allocation, are considered when planning to meet particular needs of children.

4 Continuity of Teaching and Learning

4.1 Transition from Pre-School to the Early Years:

- We are committed to supporting the local authority transition policy 'Moving Forward: Early Years Foundation Stage 0-5 Years' and work with a variety of settings, parents and colleagues to ensure that the aims of this are met.
- Discussions occur between teachers and staff from other settings.
- Visits to the school are offered to all incoming parents and children.
- Home visits are offered to all incoming parents and children.
- Parents of prospective Reception children are invited to a meeting during the summer term to talk through the transition and to stay for a school meal with their child.
- Prospective Reception children have visits to Reception Class during the Summer Term.
- Parents are provided with information about the school.
- For details on admissions to Nursery, please see the school's Nursery Admission Policy.
- For details on admissions to Reception, please see Stockton Admissions Policy and procedures <https://www.stockton.gov.uk/children-and-young-people/schools/school-admissions-and-transfers/applying-for-a-school-place/apply-for-primary-school-place/>
- Assessment information, including developmental records e.g. two year old check and discussions with professionals and parents, are used to support the completion of a base line record which is completed within the first six weeks of entry to the Early Years – this will also highlight the need for any early intervention.
- Reception parents are provided with reports about their child's progress each term.
- Early Years Parents are provided with an end of year report.
- Parent consultation meetings are held during the Autumn and Spring terms.
- The Early Years 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.

4.2 Transition from the Early Years to Year 1:

- Discussions occur between teachers and staff from other settings where a child does not transfer from our own Early Years Setting.
- Reception children have visits to the Year 1 classroom and carry out activities with their new teacher during the Summer Term.
- Visits to the school are offered to all incoming parents and children.
- The Year 1 Curriculum builds on and extends the experiences children have had during the Early Years where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- Although Year 1 is the first year within which the National Curriculum is followed, staff plan activities which ensure that all children can access learning at an appropriate level. Learning against the objective in the National Curriculum is not started until children have completed the Early Years Curriculum.
- Before the children move from the Early Years into KS1 teaching staff meet to discuss the children's progress. Early Years 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 is used to group pupils, adjust / fine-tune the curriculum, plan resources and staffing, 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 numeracy and early criteria for literacy skills).

4.3 Transition in subsequent years throughout the school:

- Opportunities for children to meet staff from across the school are regular, for example all staff do a playground duty and are present on or take assemblies.
- Teachers meet in the summer term to discuss individual children, assessment data and cohort action plans.
- All children visit new classes and teachers on Transition Day in the summer term.
- Targets in reading, writing and numeracy are continued over from July to September.
- Work books move with children to provide evidence of previous years' progress and targets. Children continue to work in these in their new classes.
- Safeguarding Lead ensures that any relevant information is passed to the receiving teacher.
- Transfer of records: for example, Support Plans, Assessment & attendance data, Profile Folder (including child's annual report to parents).

4.4 Children joining from Year 1 to Year 6 or mid-year:

- Visits are offered to all incoming parents and children, time for the child to stay with the current class is also offered if this is appropriate to help get them acquainted with their new surroundings.
- Parents are provided with information about the school.
- Children are provided with a welcome pack from Layfield pupils.
- EAL Induction Programme is followed as appropriate.
- New children are assessed quickly by class teacher and / or SENCO and data from the feeder school is used to support the development of a baseline for the pupil.
- Arrangements are made to ensure that pupils with additional needs have access to appropriate resources and staffing.
- 'Buddies' are identified to help the new child to integrate.
- Records from previous school are sought and made available to relevant staff (teacher, SENCo, Designated Officer, etc). Whenever possible staff endeavour to speak to staff from a previous school to gain further information about each new child – this may necessitate a visit if this is deemed to be more useful.

4.5 Transition from Year 6 to Year 7

- We are committed to supporting the local authority transition policy and work with all secondary school colleagues to ensure that the aims of this are met.
- Teachers from our main feeder secondary school visit to provide a range of lessons and class assemblies.
- Pupils visit Conyers on several occasions throughout KS2 for lessons, competitions and sporting events. These are as individual classes or with other feeder schools so that the children become familiar with Conyers staff, the school site and peers from other settings.
- Additional visits are arranged for pupils as appropriate and are organised through the Year 7 manager and SENCo.
- Pupils attending Conyers complete a 'gap' project – Sparking the Gap. Work from the projects is continued during the Autumn Term and key staff from Layfield attend a celebration assembly at Conyers.
- Year 6 staff are invited to attend Conyers for a morning or afternoon session during the autumn term where they can visit tutor groups and lessons to see how Layfield pupils have settled in.
- A formal meeting takes place between the Year 6 teacher and the Year 7 manager of the receiving secondary school.
- The Year 6 teacher liaises with the Year 7 manager from the receiving school to create a profile of assessment data and transition needs for each child. The transfer of records to the receiving secondary school takes place.
- Open Evenings for parents and children are held at each secondary.
- Year 6 children attend their prospective secondary school for a Transition Day/s during the summer term.

4.6 Children Leaving Layfield:

- We endeavour to ensure that contact is made with any receiving setting for a pupil leaving our school so that information can be passed on in an appropriate way.
- Safeguarding information is always transferred securely and a receipt is gained to show that the information has been received.
- Records of pupils' work and assessment are passed to the next setting.

5 Equality, Diversity and Inclusion

- 5.1 Children and parents are actively involved in all transition processes and their perceptions about transition are explored and valued.
- 5.2 Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.
- 5.3 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.
- 5.4 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.
- 5.5 We recognise the right to education for all children.