



Transition Policy

At Uplands Infant School we value each child and every aspect of their education. We create a caring environment which supports and enhances learning for all and provides the opportunity for every individual to fulfil their potential

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children are provided with opportunities to create positive attachments to enable each individual to make the best all round progress.

Equal Opportunities and Inclusion

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

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

Children are prepared for transition prior to its event in a number of ways to support their individual needs. These may include:

- Photo booklets of the new setting and staff
- Videos of the new setting and staff
- Regular visits to their new environment during the second half of the summer term
- Regular visits from new staff in their current setting during the second half of the summer term

Principles that underpin the policy

The principles that underpin our transition policy are

- 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
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process
- The transition should motivate and challenge children
- 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
- 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.

Objectives

- Children are confident and ready to move on
- Parents know and understand children's next steps in learning
- New settings reflect good practice from previous experience
- Parents and children are familiar with and confident in their new environment
- Records and data from previous settings are used to set targets, to ensure seamless learning and appropriate challenge

Transition Arrangements

Into Nursery

- Meetings with 0-3 providers
- Transfer record received from previous setting
- Parents induction meeting in June prior to entry and home visits in September
- Open Day for parents and children to meet staff and become familiar with setting
- Stay and play session during the final half of the summer term
- Staggered starting days and timings according to individual needs
- Transition videos sent home via seesaw and weduc
- PSE lessons focusing on changes, moving schools or classrooms, discuss feelings and how we can support each other

Into Reception

Prior to starting

- Time for Nursery staff to discuss profile outcome with Reception staff

- Nursery staff to pass on phonics assessments, sight word assessments, reading folders, SEN folders and any additional evidence relating to academic progress as appropriate
- Reception staff make 2/3/visits to Nursery unit during second half of final term
- Nursery children visit new settings with their key adult
- Transition videos sent home via seesaw and watched within school during PSE sessions
- PSE lessons focusing on changes, moving schools or classrooms, discuss feelings and how we can support each other.
- Individual profile class list:
 - Photo of each child
 - Medication/Allergy info
 - Individual needs – SEN, EAL, age and stage of development
 - Unusual collecting arrangements
 - Anything the next teacher should know, e.g. behavioural, social, emotional or physical needs
 - Interventions the children have had

Starting

- Shorter sessions during the first half week / week according to the start dates and needs of the children. Children to go home after lunch during these sessions.

Into Year 1

Prior to starting

- Parents made aware of new teacher and new class during the final half of the summer term
- Reception staff to familiarise children with new classroom locations for the start of the day
- Year 1 staff to spend at least one session in Reception setting with their new class during the final half of the summer term
- Children visit new teacher and new classroom every morning for a week during transition week. Parents drop children to their class for early bird and registration during Transition Week to give opportunities for parents to meet staff and ask questions
- Reception staff to prepare and send the agreed records to Year 1(see below)
- Meeting of Reception & Year 1 staff to transfer records. Reception staff to pass on phonics assessments, sight word assessments, reading folders, reading trackers, guided reading groups, SEN folders and any additional evidence relating to academic progress as appropriate.
- Individual profile class list
 - Photo of each child
 - Allergies/medication
 - Individual needs – SEN, EAL, age and stage of development

- Unusual collecting arrangements
- Anything the next teacher should know, e.g. behavioural, social, emotional or physical needs.
- Interventions the children have had and will need to continue with in year 1

Starting Year 1

Year 1 has been designed to enable children to access calm classrooms where whole class and small group learning will take place. Outside the classroom, richly resourced indoor and outdoor provision has been set up to support and extend children's independence skills. For the first half of the Autumn term the resources will mimic what the children used in Reception. Children will be eased into challenges and focussed tasks according to the need of each cohort.

- Children will be reintroduced to golden rules in the context of their new environment and class rules will be made together with their new teacher
- Children will be systematically taught how to use and look after equipment appropriately during the autumn term
- Extended outdoor provision will take place during the afternoons with a shorter more adult led physical and social development focus during the mornings.
- Year 1 planning will use cross phase planning that incorporates both Early Learning Goals and National Curriculum levels. Class organisation & record keeping to reflect the EYFS for at least the first half term
- Parents information at the start of the autumn term to give information about Year 1 curriculum, housekeeping, parental support.

Into Year 2

- Children visit new teacher and new class during Transition week
- Parents made aware of new teacher and new class prior to the summer
- Year 1 staff to prepare and send the agreed records to Year 2 (see page 5)
- Time for Year 1 and Year 2 staff to discuss individuals and class
- Parents meeting at the start of the new academic year

Into Uplands Junior School

- Lead UJS and UIS teachers to meet to set up the transition timeline
- Pupils visit new teacher and new class for half a day
- Parents made aware of new teacher and new class via letter from the Junior School
- Year 2 staff to prepare and send the agreed records to Year 3
- Pass on all SEN records and medical/allergy information
- Prepare transition booklet for SEN children
- Time for Year 2 and Year 3 staff to discuss individuals and class

Records to be sent to Reception class from Nursery

- Target Tracker data transferred to new year group
- Paper copy of Foundation Stage Profile
- Yellow writing book
- Whole class High Frequency Words & phonics phases summary sheet
- Learning Journal
- Photocopy of report
- SEN records
- Note of any important personal information (remember to look in e profile internal comments) e.g.
 - Medication
 - Unusual collecting arrangements
 - Anything the next teacher should know

Records to be sent to Year One class from Reception

- Target Tracker data transferred to new year group
- Paper copy of Foundation Stage Profile
- Class list with individual profile results
- Whole class High Frequency Words records and phonics phases summary sheet
- SEN records
- Reception staff to pass on phonics assessments, sight word assessments, reading folders, reading trackers, guided reading groups, SEN folders and any additional evidence relating to education progress as appropriate.
- Individual profile class list
 - Photo of each child
 - Medication/allergy info
 - Individual needs – SEN, EAL, novice learner/higher achiever/middle attainer
 - Unusual collecting arrangements
 - Anything the next teacher should know e.g. behavioural, social, emotional or physical needs
 - Interventions the children have had and will need to continue with in year 1

Records to be sent to Year 2 class from Year 1

- Profile of pupils work
- Books – green KS1 learning book, power maths books and assessments
- Reading book level tracker
- Phonics progression summary sheets
- Individual High Frequency Words reading and spelling records
- SEN records/folders
- Individual profile class list
 - Photo of each child
 - Medication/allergy info
 - Individual needs – SEN, EAL, novice learner/higher achiever/middle attainer

- Unusual collecting arrangements
- Anything the next teacher should know e.g. behavioural, social, emotional or physical needs
- Interventions the children have had and will need to continue with in year 2

SEND Transition

Transition arrangements into and within school.

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Time for SENCO, current and new teacher to discuss the needs of the child and how best to support them.
- Additional meetings for the parents and child with the new teacher.
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- A transition booklet/ video is sent with information and photos about the new class and teachers for children to refer back to over the summer holidays.

Monitoring and review

The day to day monitoring of this policy is the responsibility of the Head teacher. The outcomes of the monitoring will form part of the regular head teachers report to the governors. This policy will be reviewed every three years or earlier if considered necessary.

Date Agreed: August 2021

Review Date: August 2024

Signed:



Head Teacher