



# Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



**Engaging Minds Developing Lives**

## Transition Policy

Reviewed by SLT: 19<sup>th</sup> February 2019

Approved by the Full Governing Body: 4<sup>th</sup> April 2019

Review Date: 4<sup>th</sup> April 2022

## **Transition Policy adapted for Whiston Junior and Infant School**

### **School Aims**

The school aims to provide quality education for children between four and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

### **Defining transition:**

Transition describes the movement that takes place from one familiar setting (including 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.

### **Aims for the policy:**

We want our children to experience a smooth transition throughout their learning journey to ensure the pace and quality of their learning is maintained to enable all children to continue to make the very best progress. We want parents and carers to report that the transition for their child was excellent, allowing a positive start to the new academic year.

### **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 children with learning difficulties or specific need experience a similar ease of transfer as other children.

### **Principles that underpin the policy:**

- The Head Teacher will oversee transition across the whole school.
- Governors monitor transition across the school.
- Key Stage Phase leaders will ensure the Transition Policy is actioned in their phase.
- Key stage Phase leaders and Inclusion Lead Teacher will report on transition at SLT meetings.
- The Head Teacher will report on transition to the governing body.
- Children are prepared as much as possible for the transition ahead.
- Planning is based upon assessment information from the previous class/setting.
- Planning and provision are adapted as necessary to meet the needs of the children in the cohort.
- A comprehensive programme is planned for the children and families due to start each September, which includes early transition in the summer before they start school.
- Children new to the school, outside normal transition times, are effectively provided for to ease transition.
- There is a professional regard for the information from the previous setting/ year group.
- Transition motivates and challenges children through a whole school topic.
- Staff allocation gives particular attention to the needs of the children in each year group.
- If a child in any year groups needs support at the start of the day eg separation/attachment issues the Inclusion Lead teacher and class teacher will agree what action is required e.g. a teaching assistant in their class will meet the child at the start of the day and engage in agreed activities.
- Subject leaders and phase leaders are aware of the requirements of each year group and support the planning process to ensure smooth transition –notably from FS2 to Y1.

## Transition from pre-school to the Foundation Stage

### For parents and children:-

- All children will have a photo book created for them detailing the school and key staff. The children take a copy home to share with family and friends during the summer holiday.
- All parents are offered a tour of the school either individually or as groups.
- In the summer term, a new parents meeting is offered, whereby parents meet the FS2 team and the Head Teacher and spend time in their child's class.
- All new children and families are offered at least **three visits**. This provides an opportunity for the children and parents/carers to meet each other and staff, and to find out about the school.
- Parents receive information about the school and the Early Years provision through a transition booklet.
- The children have a staggered start over the first two weeks and by the middle of the second week, all children are offered full time education.
- Part of the induction programme in the autumn term involves parent workshops all about teaching reading and phonics.
- The school is very welcoming and encourages parents to come in with their child in the morning before the start of the school day for the first term. During the spring term, children are encouraged to enter the classroom independently without their parents.
- During the autumn term, Parent Consultation Evenings are planned. These offer an opportunity for parents and teachers to discuss how individual children have settled in to their new class. A second Parent Consultation Evening is planned for the spring term, with Records of Achievement and a 'Drop in' session planned for the summer term. These enable teachers to communicate the progress children have made throughout the year.

### For Staff:-

- FS2 team create a photo book detailing the school and staff for the preschools to use with the children before starting at WHJI.
- The FS2 teachers visit the main feeder preschool in the summer term.
- Preschool staff are invited to visit the school during the autumn term to see the children and how they are settling in (FS2 & KS1 Nativity).
- FS2 staff, and the Head Teacher and/or Inclusion Lead Teacher depending, meet with colleagues from our main feeder preschool to discuss the children.
- Inclusion Lead Teacher visits main feeder preschools in the summer to observe identified children in order to be able aid transition.
- Inclusion Lead Teacher will contact other settings if needed.
- Inclusion Lead Teacher attends all TAF transition meetings.
- Assemblies allow the children to meet the other staff and children throughout the year.
- Lunchtime staff support FS2 children during lunchtime in their own playground. In the summer term, FS2 children start to use the large playground as part of their transition into Year 1.

## Transition from the Foundation Stage to Year 1

### For parents and children:-

- In the summer term Y1 teachers visit FS2 and talk to the children about Y1 and share stories with the children.
- The FS2 children spend time in Y1 during the summer term e.g. e.g. Transition Week.
- The Y1 team will discuss our **"Passport to Year 1"** leaflet, which the children will take home over the summer break.

- Individual meetings with the Inclusion Lead Teacher, parent and teacher are held during the summer term for children who need a more individualised programme of support.
- At the end of the summer term parents are invited to a 'Drop in' session to informally meet the new Year 1 teacher and take a look around the Year 1 classroom.
- In the autumn term parents are invited to a welcome to Y1 meeting, 'Meet the Teacher'. This is accompanied by an information booklet for parents **"Parental Guide to Year 1."** This booklet details the Y1-curriculum, expectations, changes, visits etc.
- The booklet is also published on the school website.
- Parents will be able to spend time in their child's new classroom during our termly 'Drop in sessions' arranged for after school.
- During the autumn term, Parent Consultation Evenings are planned. These offer an opportunity for parents and teachers to discuss how individual children have settled in to their new class. A second Parent Consultation Evening is planned for the spring term, with Records of Achievement and a 'Drop in' session planned for the summer term. These enable teachers to communicate the progress children have made throughout the year.
- The Y1 classrooms have areas of learning to support the transition from FS2 to the National Curriculum, including role play, sand and water trays, construction and small world areas; however, these will be used in a more timetabled/structured way.
- The Y1 class is well resourced though space is more limited than in FS2.
- The Y1 curriculum builds on and extends the end of the FS2 experiences the children have had. The teaching approach in Y1 ensures practical, kinaesthetic, purposeful and contextual learning takes place.
- The children will work in mixed ability groups for the first four weeks and in week five they will start to work in ability groups for literacy, phonics and mathematics.
- Y1 will use their own outdoor area, which they share with Y2.
- The aim is for the children to be ready for more formalised approaches to learning in year 1 by the end of the autumn term.
- Part of the induction programme in the first half of the year involves parent workshops about teaching phonics.
- During the summer term in Y1 children take the Government led Phonics Screening Test. Details of the test will be sent out within the Y1 booklet, **"Parental Guide to Year 1."**

#### **For Staff:-**

- FS2 and Year 1 staff meet in the summer term to discuss progress and attainment. The staff also discuss all other information relevant to the child e.g. family circumstances, SEND etc.
- Photo books, personal learning journals and 'scrap' books are created for identified children by SENDCo and class teacher as required.
- Assemblies allow the children to meet the other staff and children throughout the year.
- Trained KS2 Sport Leaders and adult play leaders support the children at play and lunchtimes.

## **Transition from Y1 to Y2**

#### **For parents and children:-**

- The Y1 children spend time in Y2 during the summer term e.g. Transition Week.
- The Y2 team will discuss our **"Passport to Year 2"** leaflet, which the children will take home over the summer break.
- Individual meetings with the Inclusion Lead Teacher, parent and teacher are held during the summer term for children who need a more individualised programme of support.
- At the end of the summer term parents are invited to a 'Drop in' session to informally meet the new Year 2 teacher and take a look around the Year 2 classroom.

- In the autumn term parents are invited to a welcome to Y2 meeting, 'Meet the Teacher'. This is accompanied by an information booklet for parents **"Parental Guide to Year 2."** This booklet details the Y2 curriculum, expectations, changes, visits etc.
- The booklet is also published on the school website.
- Parents will be able to spend time in their child's new classroom during our termly 'Talk for Learning' sessions.
- During the autumn term, Parent Consultation Evenings are planned. These offer an opportunity for parents and teachers to discuss how individual children have settled in to their new class. A second Parent Consultation Evening is planned for the spring term, with Records of Achievement and a 'Drop in' session planned for the summer term. These enable teachers to communicate the progress children have made throughout the year.
- The Y2 curriculum builds on and extends on from the Y1 curriculum.
- Part of the induction programme in the first half of the year involves parent workshops about the Y2 curriculum. This includes information about the Y2 SATs tests.
- During the summer term, children in Y2 children take the Government led SATs Tests during the month of May. Details of the tests will be sent out within the Y2 booklet, **"Parental Guide to Year 2."**

#### **For Staff:-**

- Year 1 and Year 2 staff meet in the summer term to discuss progress and attainment. The staff also discuss all other information relevant to the child e.g. family circumstances, SEND etc.
- Photo books, personal learning journals and 'scrap' books are created for identified children by SENDCo and class teacher as required.
- Assemblies allow the children to meet the other staff and children throughout the year.
- Trained KS2 play buddies and adult play leaders support the children at play and lunchtimes.

#### **Transition from Y2 to Lower KS2 (Y3 & Y4):**

##### **For parents and children:-**

- The Y2 children spend time in Y3 during the summer term e.g. Transition Week.
- The Y3 team will discuss our **"Passport to Year 3"** leaflet, which the children will take home over the summer break.
- Individual meetings with the SENDCo, parent and teacher are held during the summer term for children who need a more individualised programme of support.
- At the end of the summer term parents are invited to a 'Drop in' session to informally meet the new Year 3 teacher.
- In the autumn term parents are invited to a welcome to Y3 meeting, 'Meet the Teacher'. This is accompanied by an information booklet for parents **"Parental Guide to Year 3."** This booklet details the Y3 curriculum, expectations, changes, visits etc.
- The booklet is also published on the school website.
- Parents will be able to spend time in their child's new classroom during our termly 'Talk for Learning' sessions.
- During the autumn term, Parent Consultation Evenings are planned. These offer an opportunity for parents and teachers to discuss how individual children have settled in to their new class. A second Parent Consultation Evening is planned for the spring term, with Records of Achievement and a 'Drop in' session planned for the summer term. These enable teachers to communicate the progress children have made throughout the year.
- The Y3 curriculum builds on and extends on from the Y2 curriculum.
- Part of the induction programme in the first half of the year involves parent workshops about reading and mathematics.

**For Staff:-**

- Year 2 and Year 3 staff meet in the summer term to discuss progress and attainment. The staff also discuss all other information relevant to the child e.g. family circumstances, SEND etc.
- Photo books, personal learning journals and ‘scrap’ books are created for identified children by SENDCo and class teacher as required.
- Assemblies allow the children to meet the other staff and children throughout the year.
- Trained KS2 play buddies and adult play leaders support the children at play and lunchtimes.

**Transition from Y3 to Y4 and Y4 to Y5**

As above

**Transition from Y5 to Y6 as above plus**

**For parents and children:-**

- Part of the induction programme in the first half of the year involves parent workshops about the Y6 curriculum. This includes information about the Y6 SATs tests.
- During the summer term, children in Y6 children take the Government led SATs Tests during the month of May. Details of the tests will be sent out within the Y6 booklet, **“Parental Guide to Year 6.”**

**Transition from Y6 to Y7 as above plus**

**For parents and children:-**

- The Y6 children spend time in their new school, with some schools offering early transition.
- Individual meetings with the Inclusion Lead Teacher, parent and new school staff are held during the summer term for children who need a more individualised programme of support.
- Lessons are planned in school to support transition.

**For Staff:-**

- Year 6 and staff from the new schools meet in the summer term to discuss progress and attainment. The staff also discuss all other information relevant to the child e.g. family circumstances, SEND etc.
- Extra transition sessions are planned, in liason with new school, for identified children by the SENDCo and class teacher as required.

**Approved by:**

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_