

Transition Policy

The Governing Body of John T. Rice Infant School is fully committed to the welfare of each child.

Care and attention is given to each stage of the individual's transition to, through and beyond the school.

Aims of This Policy:

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.

Both extremes can inhibit learning. It is therefore the aims of this policy to:

- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate stress.
- Promote continuity of teaching and learning.

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social care issues, special educational needs, looked after child etc (all compliant with Data Protection Act.) will be shared on a 'need to know' basis.

Upon Entry to Foundation Stage (either at F1 or F2):

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school.

- 'New' parents meeting prior to their child attending.
- Information pack given to parents.
- Optional home visit for new families (F1 only).
- 2 visit days offered for children and parents to visit the Foundation Stage, to get them acquainted with new surroundings and meet key team members.
- Staggered starting dates of children to ensure that key team members can spend time with them developing routines, settling in etc.(F1 only)

F1 to F2 within the Foundation Stage

- Close links between Foundation staff – meeting to exchange information/ FS records.
- Initially we recommend half day attendance for first week.
- At end of first week, parent/carer invited to stay for dinner with their child.
- Throughout the Foundation Stage children mix during play-based learning outdoors.

Foundation Stage to Key Stage 1

We recognise that for some children this stage of transfer can be more problematic so try and ensure a smooth transition we have looked at several areas; familiarisation, approaches to teaching and learning and transfer of information.

Familiarisation:

- F2 children attend whole school assemblies (3 times a week).
- Lunchtime playtime with Key Stage 1 children.
- Story Swap sessions (weekly) where children visit other classrooms / teachers for a story at the end of the day
- KS1 teacher(s) to spend time in summer term with Foundation children
- Visits to KS1 classes in July.

Approaches to Teaching and Learning:

- Awareness that some summer born pupils have had less time in Foundation and that the Yr 1 teacher uses the Foundation Stage Curriculum to inform their teaching for these and possibly others (SEN, EAL, etc).
- Opportunities for some child initiated play.
- Opportunities for role play areas.
- Continued use of kinaesthetic teaching.

Transfer of Information:

- Year 1 teacher(s) made fully aware of Foundation Stage Profile & tracking sheets for each child. These passed onto Yr 1 teacher(s) in summer term.
- Phonics Phase record sheet passed on.
- Children that may need additional help are highlighted.

Class to Class (KS1)

Throughout the child's time at John T. Rice School, smooth transition from class to class will be encouraged by:

- Joint KS1 planning to ensure similar routines / activities in each class.
- Story Swap sessions (weekly) where children visit other classrooms / teachers for a story at the end of the day
- Teachers meet in summer term to discuss individual children.
- Visits to new classes in July.
- Receiving teacher visit class for short spells in summer term
- Transfer of records.

KS1 to Newlands Junior School

- Year2 children are paired with a Year3 buddy, meeting firstly at JTR and then again at Newlands Junior School on the first visit day.
- Visits to Newlands Junior School (2 or 3 visits in June/July)

- Meeting at Newlands Junior School for parents and children to familiarise both with the new school.
- Meeting between the Year 2 teacher(s) and the Year 3 teacher(s) of Newlands Junior School.
- Year 2 teacher completes a profile for each child to pass onto Newlands Junior School.
- Identified children (SEN) receive additional support before and after transition (Meeting between SENCOs of both schools)
- Transfer of records to Newlands Junior School.

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc, transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, what ever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Policy was reviewed in Autumn 2017 and will be reviewed again in Autumn 2018