



Transition Policy

2019-2021

Definition:

In this policy, 'transition' describes the movement that takes place from one familiar setting/classroom (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.

Aims and Objectives:

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Policy Principles:

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class / setting
- 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
- There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children

Continuity of Teaching and Learning:

Our pupils come to St Catherine's from a number of different settings and with a wide range of experiences. We use the following processes to ensure this transition is as smooth as possible:

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- *Discussions/transition meetings occur between St Catherine's teachers and staff from other settings. Many settings complete the recommended Hertfordshire transition documentation. The SENCO visits any settings where there are children with SEN to discuss these in more detail.*
- *Parents of new Reception children are invited to an induction meeting in the term before their child starts, in order to discuss their child's transition to school, receive relevant documentation and to meet staff who will be working with their child*
- *Parents receive a 'Parents' Pack' with information about the school, including information on how to encourage a smooth transition to school, photos of EYFS staff and key places in the school/classroom*
- *Children visit during the term before they start, to become familiar with their new school and staff. Children for whom transition is anticipated to be challenging are offered a more intensive, personalised transition programme.*
- *All new children are given a Year 6 'buddy' and are (where possible) introduced to them before they start school. They are given information about their buddy to look through over the Summer holidays*
- *Parents complete 'Home information' forms before their child starts as well as detailed information about their child's abilities in the Prime areas of Learning*
- *Home visits are carried out by the EYFS Teacher and TA in the September before the child starts school. Children's interests are present and reflected in the classroom environment when the children start school (through displays, toys and books)*
- *All children attend for half days for at least a week. This is adjusted on an individual basis should a child/children require a longer settling in period*
- *Through observations and all other available information, a base line record is completed within the first few weeks of entry to the School – this will also highlight the need for any early intervention*
- *A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics and Little Wandle, our chosen phonics scheme.*
- *The Reception 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*

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Transition from Reception into Key Stage 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition. There are a number of strategies to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

- A transition unit is followed in the final term (before entering Year 1) with a focus on 'change/moving on' etc*
- Circle time discussions about moving to Year 1*
- Transition meetings are held between Reception and Year One practitioners. Before the children move from the Foundation Stage into KS1 teaching staff meet to discuss the children's progress. Foundation Stage 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 passed onto Year 1 teachers includes:

- 1. Knowledge of sight words*
 - 2. Knowledge of phonics*
 - 3. Reading ability*
 - 4. Writing – profile level*
 - 5. Printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved*
Information is used to group pupils, adjust / fine-tune the curriculum 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)
- EYFS TAs spend time in Year 1 to help them settle in (before the new cohort start)*
 - In Year 1 there is an appropriate balance of adult led activities and child initiated activities to support children's learning needs in Year 1*
 - There is a role play area and that children have regular access to the outdoor area (as in EYFS)*



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- *There are story times with the Year 1 teachers in the Summer term prior to Year 1 (where possible due to staffing)*
- *A whole school transition day in July allows children the chance to visit their new classroom*
- *Children are not given homework or spellings until late in the Autumn term/Early Spring term*

The timetable for the first half of the Autumn term will be devised by the Foundation Stage Leader and the Key Stage 1 Leader/ Year One class teacher jointly in order to facilitate individual needs and to ensure as smooth a transition as possible.

Approved by: Headteacher

Approved Date: January 2023

Review Date: January 2025



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