

Braywood CE First School



Transition Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Aims

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.

"Every transfer between schools or transition between key stages and year groups is a potential barrier to progress. Where transfers and transitions are at their strongest, the social, emotional, curricular and pedagogical aspects of learning are managed in order to enable pupils to remain engaged with, and have control of, their learning"
DFE

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 pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles

At Braywood we recognise the importance of an effective transition procedure. Poor transitions cause stress, which in turn leads to anxiety and a significant dip in achievement .both of which can be difficult for the child to recover from – the best transitions take place where conditions are similar. We have three HLTA dedicated to the issue of transition at every key stage.

Points to note are:

- 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

At Braywood we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Braywood's teachers and staff from other settings regarding the child's needs and attainment.
- Tours offered to all incoming parents and children
- Parents of prospective F2 children are invited to a meeting one of the induction sessions to talk through the transition process.
- Parents receive an 'welcome pack' with information about the school
- Prospective F2 children visit school for three sessions during the term before they start, to become familiar with their new school.
- All parents are invited to a termly class meeting.
- The Foundation Unit staff are always available before and after school to chat to parents.
- A HLTA/ELSA in the Foundation Stage is concerned solely with the transition of these young children into school.
- Visits where appropriate are made to the child's home for SEN issues.
- The first term in Foundation is structured as a Nursery/Pre-school setting.

Transition from the Foundation Stage to Y1

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning. The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas.

Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the Foundation Unit. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning. They share the same learning spaces.

Before the children move from the Foundation Stage into KS1 teaching staff meet to discuss the children's progress; the child' level of ability, special educational needs and any other information relevant to the well being and development of the child.

Information passed onto Yr 1 teachers includes:

- knowledge applicable to Read-Write groups including sight words, knowledge of letters and sounds and reading ability
- Writing – profile level
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved

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. Once transferred to Year 1 children continue to work and be assessed within the FSP for their first term

Children return from Year 1 class to the Foundation classroom for focused learning work and active play throughout the rest of the year, as do Year 2 but to a lesser extent.

Transition in subsequent years throughout the school

- Weekly whole school sharing information in our staff meetings.
- Children encouraged to share good work with teacher of 'next class'.
- All children visit new classes and work alongside new teachers on Transition Day in the summer term.
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, mentor opportunities and project based opportunities where children throughout the school regularly mix together to enable them to get to know other teachers and staff and each other
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children.
- Targets in reading, writing and numeracy and assessment folders move with children to provide evidence of previous years' progress and targets
- Groupings for literacy and mathematics.

Children Joining from Y1 to Y4

Our HLTA/ELSA is responsible for new admissions during the school year. She takes the time to meet with them regularly to discuss and issues which may be of concern to them.

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and/or ELSA
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENCO.

Transition to Middle Schools

From Braywood the children transfer to either the Windsor Middle Schools or Maidenhead Primary system. There are transition procedures for both scenarios. Once the children and their parents attend the many open days/evenings and have chosen their next school:

- Teachers from the middle schools visit Braywood to discuss with the children their thoughts and concerns ahead of transfer
- The Y4 children spend a day in their new school. to experience first hand their new school.
- A formal meeting between the Year 4 teacher and the Year 5 tutor and a meeting with children and Year 5 tutor.
- Assessment data and transition needs for each child is passed on through a generic transition form.
- Identified children (e.g. SEN) receive additional support before and after transition
- Transfer of records to the next school is arranged.

- Transfer sessions for more information for parents delivered at Braywood and possible sessions for parents to talk to a professional if they are concerned about the trauma of the move.

Monitor and Evaluate

Staff and Governors review this process regularly to ensure that the phases where transition occur are as smooth as possible.

This policy is reviewed annually by a Governor and every three years as a full Governing Body with both the Staff and Governors at Braywood