



Shadsworth Infant School

Transition Policy and Procedures



Aims

We want our children to experience a smooth transition throughout their time at school, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. We also wish to support pupils with pastoral aspects of change so anxiety is minimal and the process and experience is smooth and positive.

This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Principles

- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and are adapted as necessary.
- A professional regard for the information from the previous setting/class.
- Children are able to enjoy new approaches and experiences at transition times.
- Transition motivates and challenges children and aims to prevent any lost learning whilst building confidence and social skills.
- Staff allocation gives particular attention to the needs of the children in the first instance.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process of transition 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.

SLT Responsibilities:

Headteacher:	To oversee the policy and procedures for all yeargroups
Deputy Headteacher:	To organise and lead on transfer for Reception and Y1 children
TLR KS1:	To organise and lead on transfer from Y2 to Y3
TLR FS:	To organise and lead on transfer from Nursery to Reception
SENCO:	To oversee SEN pupils and their transition

Continuity of Teaching and Learning

Transition from Year 2 to Year 3

- Throughout the year, Year 2 pupils are invited to events in school, e.g. concerts, shows etc.
- There will be an Annual Open Evening for prospective parents in the summer term as an opportunity to tour the school and speak to staff.
- Discussions are held between Y2 and Y3 teachers about individual pupils and notes taken.
- Year 2 pupils visit the Junior school for an induction day prior to starting full time. This will fall in line with LA induction day for Year 7 pupils.
- An Induction Meeting for parents with Headteacher will be held on the induction day morning.
- Year 3 teachers will spend the morning and stay for lunch at the infant school following the induction day.
- Discussions are held between Headteachers on all aspects of CP, CAF and pupil welfare. This info will be passed to class teachers and SENCO.
- SEN pupils will be given an opportunity to tour the school in small groups with parents and SENCO will liaise with Infant SENCO and attend annual reviews in the summer term. Arrangements for extra visits are made for pupils who have additional needs.
- Questionnaire sent to parents following transition to gauge their experience and chances made as required.

Information that we will receive from the Infant School:

- SAT results and Teacher Assessments from Year 2.
- SAT Papers and any Q by Q analysis
- SEN records plus CP and CAF files
- A literacy and Maths transition project will be passed up. This will be planned between Y2 and Y3 teachers in the summer term each year.
- Reading Records and Phonic Levels for each pupil
- An example of a piece of writing that is considered to be their "best"
- High frequency words for reading and spelling. Reading age and spelling age.

Transition through subsequent years through the school

- Weekly whole school "Good Work" assembly.
- Children encouraged to share good work with teacher of 'next class'.
- All children to visit new class and work alongside new teacher on "Transition Morning" in the summer term. Introduce the new curriculum to enthuse and send a letter home to parents from new teacher. Consider giving out a summer project as homework.
- Annual tracking of children's progress through Teacher Assessments, Key Stage SATs, Spelling, Salford, BPVS, Derbyshire and Phonic data. . Data collected informs the next teacher of targets for the following year.
- Teachers meet to discuss individual children's progress and learning styles as they move from class to class. Two staff meetings will be set aside for these discussions in the summer.
- SEN meetings occur frequently and feedback is given to teachers. This is fed to next teacher in a staff meeting in the summer term and a review is held at an autumn term staff meeting.
- Assessments and examples of work are kept as part of the pupil record.
- Targets in reading, writing and numeracy are continued over from July to September.
- Books move with children to provide evidence of previous years' progress and Targets.
- Transfer of records: IEP's, Assessments, G&T register and SEN files and Intervention work.
- School council to be involved in annual transition day review meeting.

Transition into Nursery

- An open day for parents and children new to nursery is held in the summer term and again in September.
- Nursery staff visit families in their home prior to pupils starting nursery. Information packs are given and all needs discussed.
- Pupils start nursery in small groups over a two week period. Consideration and flexibility is given should parents and pupils need extra reassurance.
- Daily communication is shared with parents to ensure they are fully informed and confident that their child has made a good start to their education.
- CAF / CP and SEN meetings are held prior to transfer where pupils are known to the Early years panel, Inclusion Service or Social Care. If home visits highlight SEN/Safeguarding issues, meetings are arranged as a priority.

Transition into Reception

- An induction meeting is held for parents of pupils starting Reception class.
- A series of visits for parents and pupils to Reception class is organised.
- Staff visit families at home if they have not attended our nursery.
- Staff visit pupils in their setting who are transferring from other nurseries.
- A programme of visits for teachers and pupils between nursery and reception class is in place.
- Pupils start Reception class for half a day plus lunchtime for the first week, then all pupils attend full time.

Nursery Foundation Profile Assessments, BPVS, Derbyshire assessments are transferred.

CAF/CP and SEN meetings are held prior to transition.

Mid Year Transition from other Schools

- A visit and tour of the school is encouraged prior to starting school.
- The Headteacher will meet both the parents and the child before starting school.
- The Headteacher or Deputy Headteacher will make contact with the previous school for background information and to request their School Records. Teacher assessment on entry addresses the pupil's immediate learning and social needs.
- New pupils are supported by a friend or friendship group in class and at playtime.
- Classroom staff see parents on a daily basis and are able to discuss how their child is progressing.
- Pupils who leave the school will have all their records sent on to the receiving school.
- The Headteacher or Deputy Headteacher will contact the receiving school to discuss the pupil's ability and issues relating to CAF / CP / SEN.

End of Year Internal Class Transfer

- Weekly whole school "Good Work" assembly.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- 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 teacher assessment and Key Stage SATs, spelling, phonic and reading assessments. Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, project based opportunities where children throughout the school 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
- SEN meetings regularly discuss support for identified SEN pupils
- Targets in reading, Writing and numeracy are continued over from July to September
- Writing samples move with children to provide evidence of previous years' progress
- Transfer of records: teacher assessment, etc

Monitoring and Evaluation

This policy and procedures will be evaluated at the end of each year and updated as necessary.

Questionnaires will be sent out to parents bi-annually and we will update our procedures in light of any comments which may help us improve further.

Discussion between Infant and Junior Schools is productive and regularly updated each week at the shared Friday CAF meeting.

