



Selston C of E Infant & Nursery School

Transition Policy

*Opening hearts and minds through the
grace and love of God*

ALL SAINTS INFANT AND NURSERY SCHOOL (AIDED)

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our school's aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round our school. Our aspiration is for everyone at Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Transition Policy

Defining the Terms

In this policy, 'transition' describes the movement that takes place from one familiar setting (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 of the Policy

We want our children to experience smooth transitions throughout their school journey, so that their self-esteem and resilience are further nurtured and developed, and the pace and quality of learning are maintained. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal Opportunities and Inclusion

The children and their parents/carers are actively involved in the transition process and their perceptions and wishes are explored and valued. Measures are taken to ensure that children who are vulnerable (see the Selston Vulnerability Checklist) experience a similar ease of transfer as other children. The Special Educational Needs Co-ordinator and Designated People are instrumental to the process.

Principles that Underpin the Policy

- The transition process is fully inclusive;
- 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;
- There is a professional regard and support for the receiving teacher;
- Children are able to enjoy new approaches at transition (so that they experience both the continuities and discontinuities of the transition process);
- Transition motivates and challenges children;
- Staff allocation is based on the specific needs of the children;
- Parents/carers are fully involved in the process.

Transition from Home into Nursery

- The parents/carers are contacted to inform them that a place for their child is available in Nursery;
- Nursery staff make a home visit to meet the family and gather information about the child. An information leaflet about the setting and staffing is given to the parents/carers;
- Parent/carers are invited to a meeting with Nursery staff to discuss the transition plan for their child and complete the relevant documentation;
- At least three transition visits to Nursery will take place for each child.

Transition from Nursery to Reception

- Discussions take place between Selston teachers, Nursery staff and staff from other settings during the Summer term prior to entry into school;
- Home visits are offered to all parents/carers and children;
- The Reception teacher makes visits to Nursery to get to know the children transferring into Reception;
- The Reception teacher visits other feeder settings and gives a personal invitation to each child to asking him/her to attend the transition visits;
- Prospective Reception children visit school for half day sessions during the Summer term prior to entry, to become familiar with their new school and setting (including one lunch visit);
- Assessment information is requested from all feeder settings to support the completion of baseline assessment (highlighting the need for any early intervention);
- Parents/carers' meetings take place during the transition afternoon to explain: the Early Years Foundation Stage curriculum and the school's approach to the teaching of literacy and numeracy skills;
- Reception staff are proactive in talking to parents/carers about matters that are specific to individual children and support the formulation of personalised transition plans for individual children.

The following records are passed to the receiving teacher:

- learning journeys for each child
- assessment information
- medical information
- samples of children's work
- Individual Education Plans
- Behaviour Inclusion Plans
- any other relevant information (e.g. attendance)

Transition from the Foundation Stage to Year 1

The Year 1 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 ensure creative, active and child-centred 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, ICT, reading, writing and quiet areas.

Although Year 1 is the first year during which the National Curriculum is taught, we continue to prioritise the development of the independent learning skills established in the Foundation

Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning. Part of each day focusses on child-initiated learning.

Before the children move from the Foundation Stage into Key Stage 1:

- Reception and Year 1 staff meet to discuss each child's progress and to moderate work;
- Reception and Year 1 staff set end of year targets for each child;
- Reception and Year 1 staff discuss any special educational needs, and any other relevant specific information;
- The AfA target group is agreed and a first set of structured conversations with the Reception and Year 1 teacher take place;
- Prospective Year 1 children visit their new class during the Summer term prior to entry into Year 1, to become familiar with their new team and classroom;
- An open afternoon is held for parents/carers to meet their child's new teacher;
- Reception and Year 1 staff share summer term Reception data, including attainment and progress overall and that of specific groups (reported data is also shared).

The following records are passed to the receiving teacher:

- children's current books
- Individual Education Plans
- Behaviour Inclusion Plans
- Achievement for All structured conversation records and targets
- reading levels (including guided reading and Book Bands)
- writing levels
- mathematics levels
- phonics levels
- running records
- visual maps
- Summer term data analysis and headlines, including EYFSP reported data

Once transferred to Year 1:

- Children continue to work and be assessed within the Foundation Stage Profile for their first term;
- Children not yet having attained Level 1 of the National Curriculum will be assessed against P Levels from the Spring term onwards;

Transition from Year 1 to Year 2

As children move into Year 2, independent learning skills continue to be prioritised, and higher expectations are made of pupils in terms of managing and organising their own learning and decision-making. Part of each day continues to focus on child-initiated learning.

Before the children move from Year 1 into Year 2:

- Year 1 and Year 2 staff meet to discuss each child's progress and to moderate work;
- Year 1 and Year 2 staff set end of Year 2 targets for each child and review progress towards targets in Year 1;
- Year 1 and Year 2 staff discuss any special educational needs, Achievement for All data and any other relevant information.

- Year 1 and Year 2 staff share Summer term Year 1 data, including attainment and progress overall and that of specific groups (setting Autumn term groups using the visual maps);
- An open afternoon is held for parents/carers to meet their child's new teacher;
- Prospective Year 2 children visit their new class during the summer term prior to entry into Year 2, to become familiar with their new team and classroom.

The following records are passed to the receiving teacher:

- children's current books
- Individual Education Plans
- Behaviour Inclusion Plans
- Achievement for All structured conversation records and targets
- reading levels (including guided reading and Book Bands)
- writing levels
- mathematics levels
- phonics levels
- running records
- visual maps
- Summer term data analysis and headlines, including phonics screen data

Once transferred to Year 2:

- Children continue to work and be assessed against the National Curriculum and P Scales.

Transition from Year 2 into Key Stage 2

The vast majority of our children transfer to Holly Hill Primary School and Bagthorpe Primary School. Whilst all schools are committed to ensuring a positive transition experience for all children, this can be a particularly difficult transition for children, involving relocation to a new physical environment, new staff and new routines. Many of our children are especially vulnerable at this time and remain so during the first few months in their new school. In order to ease this process, senior staff from Selston, Holly Hill and Bagthorpe meet early in the academic year to ensure the transition plan is personal to each year group and responds to their specific needs.

The following activities may take place:

- Year 3 teachers visit feeder schools to observe the children at work, and to facilitate a 'question and answer' session;
- The Headteachers communicate with Selston parents/carers through newsletters during the summer term of Year 2;
- Year 2 children make visits to their new school during June and July, including a full day's visit with lunch:
- Parents/carers visit their child's new school and meet with the Headteacher.
- Year 2 staff from Selston and the feeder schools jointly moderate;
- 'Handover' meetings take place during which Year 2 and Year 3 staff share relevant information and set end of Year 3 targets for Selston children. Information relating to the Achievement for All target group is also shared;
- Personalised transition plans are created for children who have special educational needs, or who may be considered to be particularly vulnerable.
- Any safeguarding or confidential information is passed from the Designated Person at Selston to the Designated People at the feeder schools.

A personalised transition plan will be created for any child transferring to a school other than those within our family of schools. This will be agreed in partnership with the receiving school.

The following records are passed to the receiving teacher:

- Individual Education Plans
- Behaviour Inclusion Plans
- reported teacher assessment and phonics screen data (Year 1 and Year 2)
- any confidential information