



Kirkstall St Stephen's C of E (VA) Primary School

Transition Policy

September 2017

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's C of E Primary School

Transition Policy

CONTENTS

Mission Statement

Our vision

Our ethos

Rationale

Aim

Objectives

Equal opportunities

Provision

Governors

KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:1-3.

3

They are like trees that grow beside a stream,
that bear fruit at the right time,
and whose leaves do not dry up.

They succeed in everything they do

Rationale

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. At Kirkstall St Stephen's we believe it is crucial to support the pupils through periods of transition. We review the needs of our pupils and support in settling in to their new learning environment in preparation for future learning and development.

Aim

- To ensure our pupils receive a smooth transition throughout their learning.
- The pace and quality of learning to be maintained, ensuring children make excellent progress.
- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- staff allocation gives particular attention to the particular needs of the children

Equal Opportunities and Inclusion

The children and their parents/carers are actively involved in the transition process and their perceptions are explored and valued. Measures are taken to ensure pupils with learning or access difficulties are catered for and these needs are reviewed on a case by case basis.

Provision

At Kirkstall St. Stephen's Primary School, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- discussions occur between Kirkstall St. Stephen's teachers and staff from other settings
- receive profiles and reports from pre-school and all other settings
- Foundation Stage staff timetable activities with pre-school during the summer term to aid transition
- transition meeting held with pre-school and Foundation staff during the summer term
- individual tours offered to all incoming parents and children
- parents receive an 'information pack' with details about the school
- children whose 5th birthday falls in the Autumn Term, start full time school in September
- Varied timetable for the first two weeks entry into Foundation: first week mornings only –second week mornings only including staying for lunch; third week onwards fulltime
- observation and base line assessment records are completed within the first few weeks of entry to the Foundation class. This will also highlight the needs for any early supportive intervention
- a meeting for parents during the Autumn Term is arranged to explain the teaching of 'Letters and Sounds' and how the 'Jolly Phonics' scheme supports it
- the Foundation class 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.
- the foundation staff have weekly 'stay and play' sessions for parents and carers

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 a creative and 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 National Curriculum 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.

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. All assessment records are passed on.

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 mathematics and early criteria for English skills)

Transition in subsequent years throughout the school

- Weekly whole school sharing assembly.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children- including their personal nature, characteristics of learning and their level of achievement.
- All children visit new classes and work alongside new teachers in Transition Week in the summer term.
- Rigorous assessments for English Writing, Reading, Grammar, Punctuation and Spelling and Maths are carried out, recorded and passed on throughout school. Foundation subject assessments also take place and are shared
- Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other
- Writing folders move with children to provide evidence of previous years' progress and targets
- Transfer of records for pupils with Special Educational Needs also happens, through a meeting with the school SENDCO and all relevant staff

Children Joining from Y1 to Y6

- 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 SENDCO
- A 'buddy' identified to help the new child to integrate

- Records from previous school made available to class teacher and SENDCO.
- SENDCO or Inclusion Manager liaises with previous school wherever necessary regarding SEND provision and Child Protection issues

Children leaving from Y1 to Y6

- Transfer of records to receiving school
- The class teacher liaises with the receiving school to create a profile of assessment data and transition needs for each child.
- The SENCO/Inclusion Manager liaises with the receiving school regarding SEN records.
- A member of the safeguarding team will liaise with appropriate persons from the receiving team about any child protection issues

Year 6 to Year 7

- The Y7 tutors from the local high schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are welcomed)
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving high schools.
- Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child. Identified children (e.g. SEND) receive additional support before and after transition (incl. candidates for the local high school's nurture units)
Transfer of records to high schools
- Y6 children complete 'It's your move' booklet
- We publicise open days at the local high schools
- Y6 children attend their prospective high schools for a Transition Day during the summer term
- Y6 children engage in transition units in literacy and numeracy in association with high schools
- Sessions in sport /PE, literacy and numeracy may take place at the local high schools for children from Years 5 and 6

Governors

The Governors on the Curriculum Committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.