

Holymead Primary School

Transition Policy

Rationale:

To ensure a smooth transition from Pre-school to Foundation Stage and from Foundation Stage to Key Stage One where each child feels confident, relaxed and valued in an atmosphere which encourages the development of the whole child.

Purposes:

- To ensure that every child feels safe.
- To maintain an environment whereby all learners are confident and enthusiastic, thus developing self-esteem.
- To help children develop their social skills so that they can form and maintain positive relationships with both staff and peers.
- To motivate children to progress at their own rate and to develop independence.
- To continue developing children's interest in the world around them through a range of hands-on experiences.
- To ensure that children 'learn how to learn' and so become successful learners.
- To settle children into the routines of their new classroom and the larger community of the school.
- During terms one and two of Year One to continue the principles, characteristics and assessment processes of the EYFS.

Guidelines:

The following guidelines will ensure that all children have a successful transition.

From Pre School to Foundation Stage

Foundation Stage (FS) staff will liaise with pre-school staff and aim to visit all main 'feeder' nurseries during term 6. Those pre-school settings of children with Special Educational Needs (SEN) will be contacted by the SENCO to establish needs of the child and any support required. Pre-school settings will be provided with a transition book to share with the pupils that will attend Holymead Primary School introducing them to the staff in the FS.

Parents are invited to a 'new parents' evening' where they will be introduced to their child's new reception teacher and LSA and will be given the opportunity to visit their child's new classroom. Each child will be invited for a hall visit, half day visit and shuffle up day during term 6 previous to the September when they will attend Holymead Primary School.

In September pupils will attend two and a half weeks part time; if deemed appropriate each child will from that point attend full time. Parents will be invited to a curriculum evening in September to be introduced to the ways in which we deliver the Early Years Foundation Stage Curriculum (EYFSC) and the ways in which their child will learn and be assessed.

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From Foundation Stage to Key Stage One

Year One staff will liaise with the FS to arrange visits so that positive relationships can be developed between adults and children. This may include adults swapping classes for story, news or choosing times. In term 6 FS and Year One children will share at least one playtime per week to encourage friendships with older children. Year One staff will produce a book for each FS book corner which will include photographs of the environment and staff.

The FS children will be introduced to their Year One class on the official 'shuffle up' visit. This will be followed by an open day whereby children and parents are able to visit their new classroom and speak to their child's new teacher after school. The children will become more familiar with the Key Stage One (KS1) environment as Year One and FS share 3 'buddy sessions'.

In terms 1 and 2, Year One classrooms will be organised so that they continue to develop the principles and characteristics of the FS. This will include a balance of adult led and child initiated activities based on both the EYFSC and KS1 objectives. Play based activities will continue to be valued and children will enjoy access to the FS outdoor areas during the first 2 weeks.

The transition process will be differentiated to support all children, including those with SEN, AIM, EAL and any other protected characteristics.

Monitoring, Evaluation and Review:

- During terms 1 and 2 Year One children's progress will continue to be monitored through Target Tracker and children will be assessed against the EYFSC or Year One National Standards.
- A report containing each child's profile scores and characteristics of learning will be given to parents and Year One staff.
- The children's learning diaries which include Early Years Outcomes statements and annotated observations will be given to Year One.
- An individual 'pen portrait' will be given to Year One staff sharing each child's interests, social skills and friendships, health or special needs.
- Time will be given for FS and Year One staff to meet and discuss each child's abilities and needs in term 6; extra discussion time will be given to children who are 'emerging' and may need increased support.

Conclusion:

It is the aim of the school to make sure the transition between Pre-school and FS and FS and KS1 is as smooth as possible to ensure continual development of each individual child.

Date: October 2017

This policy will be reviewed in October 2019