Transition Policy

**Defining the Terms**

In this policy, ‘TRANSITION’ describes the movement that takes place from one familiar setting or class (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 Policy:**

**Equal Opportunities and Inclusion:**

Children and parents are actively involved in the transition 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 That Underpin the Policy**

* planning of learning and development is to be based upon assessment information from the previous class / setting
* staff allocation gives particular attention to the particular needs of the children
* approaches to teaching and learning are harmonised at the point of transition
* styles of teaching and learning meet the needs of the children and are not pre-conceived
* notions of what is appropriate for the next phase / Key stage
* there is be 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

**Continuity of Teaching and Learning**

At Al Ameen Nursery and Primary School, we use the following processes:

**Transition from Home to the Foundation Stage:**

* Individual tours offered to all incoming parents and children
* Parents of prospective children are invited to a meeting on the first morning of their first visit to talk through the transition process and the Foundation Unit at Al-Ameen.
* Parents receive information about the school
* Prospective children have the opportunity to visit school/ setting for four mornings or four afternoons during the term before they start, to become familiar with their new school and setting.
* Children start with half sessions accompanied by their parent/adult at the beginning of the term after their 3rd birthday. Parents are encouraged to gradually detach themselves during the initial first two weeks (or slightly longer if needed as per the need of the child)
* Children start full time school at the start of the academic year following their 5th birthday.
* All settings from which children come from, should send to Al-Ameen the complete the “All About Me” transition booklet.
* Through observations and the “All About Me” booklet a base line record is completed within the first few weeks of entry to the Foundation Unit. This will also highlight the needs for any early 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. At different points in the year, workshops are provided for parents for phonics support at home, alongside other areas.
* The Foundation Unit staff are always available before and after school to speak to parents.
* They are proactive in talking to parents about issues regarding individual children.

**Transition from the Nursery to Reception**

The Reception class curriculum builds on and extends the experiences children have had in nursery.

In general, reception class work together with nursery class providing opportunities for children in nursery to experience the reception class environment. All staff within the Foundation Unit are familiar with the children and vice versa.

**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 kinesthetic approach to teaching and learning is maintained and built upon to offer a creative, hands on method of teaching and learning.

The Year 1 classroom aims to reflect a somewhat similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, ICT, reading and quiet areas.

Although Year 1 is the first year within which the subjects of the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Unit. Children in Year 1 children are encouraged and are given opportunities to select resources and activities independently and use decision making skills in their learning.

The transition of children from reception to Year 1 is aided through the opportunity to experience the year 1 curriculum, sampling lessons during the last half term:

Summer term 3b :- first 4 weeks of term (2 sessions in year 1, preferably one morning and one afternoon, followed by 1 whole day in the last two weeks of the school term. Prior to this, reception class pupils will be visited by the year 1 teacher in their own classroom. This enables pupils to become familiar with the class teacher. The year 1 teacher will also deliver a few lessons and get to know the children. Some ‘fun’ activities will be planned so that the children warm to the new teacher.

In the final 2 weeks, reception class pupils will have one day per week to spend in the year 1 class. This will give them a clear understanding of what to expect at the beginning of key stage 1. Their reception class teachers will be available for support however the aim is to get the children used to their new class teacher.

Also, during this transitional period, parents of reception class pupils will have the opportunity to meet and speak with the year 1 teacher.

Before the children move from the Foundation Stage into KS1:

Teaching staff meet to discuss the children’s progress. Foundation Stage teachers inform the year 1 teacher of the childrens’ level of ability, special needs and any other information relevant to the well being and development of the child

Information passed onto Yearr 1 teacher includes:

* knowledge of sight words
* knowledge of letters and sounds (phases)
* reading ability
* Writing – profile level
* Printed version of each child’s Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved
* 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 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 not yet having attained Level 1 within the National Curriculum will have their progressed measured against P Levels from the spring term onwards

**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.
* 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 and project based opportunities where children throughout the school mix together to enable them to get to know other teachers
* Teachers meet to discuss individual children’s progress as they move from class to class
* Targets in reading, writing and numeracy are continued over from July to September
* Writing books move with children to provide evidence of previous years’ progress and targets
* Transfer of records: IEP’s, Assessment Data

**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 child acquainted with their new surroundings.
* Parents receive a ‘Parent’s Pack’ with information about the school
* New children assessed quickly by class teacher
* A ‘buddy’ identified to help the new child to integrate
* If available, records from previous school made available to class teacher.

**Y6 to Y7**

* Transfer of records to secondary school
* Y6 children attend their prospective secondary school for a Transition Day during the summer term.