

# Lee Brigg Infant School

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## Transition Policy

July 2017

This document is a statement of the aims, principles and procedures at Lee Brigg Infant School.

**Introduction:**

The Governing Body of Lee Brigg Infant and Nursery School is fully committed to the welfare of each child. Care and attention is given at each stage of the child's transition, through his or her 4 years here, and beyond into Junior School.

**Definition:**

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 this policy:**

Entering a new situation (a new classroom and a new teacher) can be a stressful time and some points of transition e.g. going to school for the first time or moving key stages, can be especially challenging for some pupils due to the change of building, a more formal classroom approach and a larger or unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

At Lee Brigg Infant and Nursery School we aim for transition periods that:

- Promote the smooth transition of children throughout their four years at Lee Brigg and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

**Key principles:**

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents/carers, existing staff, receiving staff and, if age appropriate, with the child themselves
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. Routines, interests, family unit
- Relevant medical information alongside and additional needs
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information is discussed e.g. social and emotional concerns, special educational needs and disabilities
- Safeguarding information and Child Protection information (all compliant with the Data Protection Act) will be shared on a 'need to know' basis

### **Transition from Home to Nursery / Reception:**

- Discussions occur between the Early Years practitioners and the Nursery practitioners at Lee Brigg Infant and Nursery School and also practitioners from other settings
- Individual tours of the school are offered to all incoming parents and children
- Parents of prospective Nursery and Reception children are invited to an information meeting to talk through the transition process, the Early Years provision and curriculum and to meet school staff
- Parents receive a 'Parents' Pack' with information about the school, including information about how we keep their child safe
- In the Summer Term Reception practitioners visit the nursery children to read stories and interact with the children in their familiar setting
- Nursery Practitioners visit all children in the home setting the term before they enter school
- Reception Practitioners visit non-school nursery based children at their individual pre-school/nursery
- Nursery children visit school on several occasions during the term before they start, to become familiar with their new school and setting
- Children are part of the whole school 'shuffle up' day where they move into their new classrooms with their new teachers – more vulnerable children have the opportunity for extra transition visits if required
- Through observations and the 'All About Me' booklet a base line record is completed within the first few weeks of entry to Nursery and Reception
- Parents are invited to meet the teacher and see the child's new classroom in the first week of the Autumn Term
- A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics, 'Letters and Sounds' and reading.
- Nursery and Reception practitioners are available after school to chat to parents/carers – they are proactive in talking to parents about issues that may arise with individual children

### **Transition from Reception to Year 1:**

The Year 1 Curriculum builds on and extends the experiences children have had during the Foundation Stage (Nursery and Reception) where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative hands on methods of teaching and learning.

In Year 1, we continue to develop the independent learning skills established in the Foundation Setting. Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before children move from Reception into Year 1 teaching staff meet to discuss the children's progress. Reception 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. Moderation meetings throughout the year are held between the Reception and the Year 1 teachers to ensure that the judgements made between the year groups are accurate and agreed, the exemplifications of the profile are used to support this process. These meetings also give opportunities, if required, to interpret the Foundation Stage terminology and explain the Early Learning Goals and what is expected.

Information passed onto Year 1 teachers includes:

- Knowledge of letters and sounds (phases)
- Knowledge of sight words
- A child's reading ability, including home and guided reading book band
- Writing ability
- Mathematical ability
- A printed version of each child's Early Years Foundation Stage Profile (EYFSP)
- Learning Journey Book hand over
- SEND, Child Protection, behaviour records and current attainment groupings are also shared

### **Transition from Year 1 to Year 2:**

The Year 2 Curriculum builds on and extends the experiences children have had during Year 1.

Before children move from Year 1 into Year 2 teaching staff meet to discuss the children's progress. 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. Moderation meetings throughout the year are held between Year 1 and Year 2 teachers to ensure that the judgements made between the year groups are accurate and agreed.

Information passed onto Year 2 teachers includes:

- Knowledge of letters and sounds (phases) including phonic assessment score
- Knowledge of sight words
- A child's reading ability, including home and guided reading book band
- Writing ability
- Mathematical ability
- A printed version of the cohorts attainment and progress tracking sheet in reading, writing and maths

- Maths, Learning Adventure (writing) and Reading Activities books hand over
- SEND, Child Protection, behaviour records and current attainment groupings are also shared

### **Transition from Year 2 to Junior School**

Teachers from Altofts Junior School visit to observe Year 2 children in their current classrooms. In-depth discussions take place about individual children and academic attainment, progress and social aptitudes are passed on. SENDCOs from each school meet to have further conversations about vulnerable children and children with SEND. Information about children with Education Health Care Plans is shared to ensure that good practice and successful strategies are continued at the Junior School. Year 3 teachers teach the Year 2 children (at the Infant School) and children also meet and take part in activities with their Year 3 'Buddy'. Children are part of the whole school 'shuffle up' day where they move to their new school and spend the day with their new teacher. Vulnerable children, including children with SEND, have the opportunity for extra transition visits if required. A parents' transition meeting is held in the Summer term.

### **Children joining the School:**

- Individual tours are offered to all incoming parents/carers and children
- Time for the child to spend time with current class is offered, if circumstances are appropriate, to help them get acquainted with their new surroundings
- Parents/carers have an informal discussion with the headteacher and/or class teachers and can visit the website for further information about the school
- A 'buddy' is identified by the class teacher to help the new child integrate
- Records from previous settings or schools are requested and passed onto the class teacher, and if necessary to the SENDCO or headteacher

### **Equality Opportunities**

Children and parents are actively involved in all transition processes that take place whilst at Lee Brigg Infant School. We recognise that for some children, transition may be a stressful period of time that can impact on their progress. We therefore will ensure we identify those children requiring specific individual support at an early stage and that the receiver teacher is made aware of this. Lee Brigg Infant and Nursery School upholds its anticipatory duty towards all incoming pupils.

Laurabeth Kilkenny  
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