



Brookside Primary School Primary 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 For Policy

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal Opportunities and Inclusion

The children and parents are actively involved in the 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

- 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
- children are able to enjoy new approaches at transition
- transition motivates and challenges children
- staff allocation gives particular attention to the particular needs of the children

Continuity of Teaching and Learning

At Brookside Primary School, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Brookside's teachers and staff from other settings.
- Individual tours offered to all incoming parents and children

- Parents of prospective F1 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 Brookside
- Parents receive an 'information pack' with information about the school
- Prospective F1 children visit school for four mornings during the term before they start, to become familiar with their new school and setting
- Children start mornings only at the beginning of the term after their 4th birthday
- Children whose 5th birthday falls in the Autumn Term, start full time school in September
- Children whose 5th birthday falls between January and August start full time school after Christmas
- All settings sending children to Brookside 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
- The Foundation Unit 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.

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, 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 NC 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

Information passed onto Yr 1 teachers 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
- Children return from Year 1 class to the Foundation classroom during Autumn term for focused learning work and active play

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, 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
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children.
- Targets in reading, Writing and numeracy are continued over from July to September
- Writing folders move with children to provide evidence of previous years' progress and targets
- Transfer of records: IEP's, Assessment Folder (incl. Pink Tracking, 'Parkdale' Tracking), Profile folder (incl. parent consultation forms), Literacy record of Achievement, Ability groupings for literacy (incl. phonics phase records sheet for Years 1-3) and mathematics.

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 SENCO
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENCO.

Y6 to Y7

- Teachers from Harry Carlton School visit to provide lessons and assemblies in specific subjects (eg Sports and PE)
- The Y7 tutors from Harry Carlton 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 secondary school.
- 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. SEN) receive additional support before and after transition (incl. candidates for Harry Carlton's nurture unit)
- Transfer of records to secondary school
- Parents evening held annually with representatives and presentation from Brookside and Harry Carlton
- Y6 children attend their prospective secondary school for a Transition Day during the summer term
- Y6 children engage in transition units in literacy and numeracy in association with secondary school
- Children may be identified as benefitting from a Year 11 'buddy' to help them transfer to secondary. The buddy meets the child at Brookside and then supports them while at Harry Carlton.
- Sessions in sport /PE, literacy and numeracy take place at Harry Carlton for children from Years 5 and 6

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