

Featherstone Primary School

Transition Arrangement Policy

(EYFS, KS1, 2 and 3)



Governing Board approval date: 16.01.24

Monitoring, evaluation and review: Every two years

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 into 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.

At Featherstone Primary School, we use the following processes to support transition.

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Featherstone teachers and staff from other settings.
- 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 at Featherstone
- Parents receive an 'Induction Pack' with information about the school
- For EYFS, prospective children visit school for a morning during the term before they start, to become familiar with their new school and setting
- Through observations a base line record is completed within the first few weeks of entry to EYFS. 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 'Phonics' scheme supports it
- They are proactive in talking to parents about any known issues with individual children

Review of classes at the end of each year

Featherstone Primary wants to ensure that all classes are equal and reviews the year groups at the end of each year. We take in to account that the mobility of children arriving and leaving can change from time to time and for this purpose we have to ensure that the class has the right mix of children's needs and ability.

Reviewing Year Groups at the end of each year.

Our teachers get to know the children more once they have settled in during their first year in Early Years. Before we move the children into Year 1 we will review both classes taking into account gender, ethnicity, academic ability, needs of the children and any issues relating to behaviour. Using all this information will enable us to make the right decisions.

Why do we need to review the class?

As a two form entry school, we have found that children come and go as part of mobility, children's behaviour can change and academic ability is an important aspect to ensure that we have the right ingredients in each class! Keeping the same class for the duration of the children's schooling limits them to be able to mix with their year group and school peers. A regular review of the year group is at the end of each year.

Transition from the Early Years 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.

- 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 (ELGs) 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).

Transition in years 1-6

- 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 (Good work assemblies) and project based opportunities where children throughout the school mix together to enable them to get to know other teachers, 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 maths are continued over from July to September
- Assessment folders move with children to provide evidence of previous years' progress and Targets
- Opportunities are created for teachers to conduct lesson observations as part of their professional development (peer lesson observation)
- Teachers plan together and moderate pupils work so that progress is understood across phases

Children Joining from Y1 to Y6

We aim to integrate new children happily and successfully into our school. Together with our "New Children and Families to Featherstone Policy", we ensure that individual tours are offered to all incoming parents and children, and time for the child to stay with the current class is also offered to help him/her become 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

Transfer from Y6 to Y7

Featherstone Primary School has also recently extended its links with Secondary Schools. In the Summer Term the Secondary Schools organise an Induction Day when Year 6 pupils can visit their future schools in order to:

Become familiar with their new surroundings

Spend time with their new form teacher

Meet other staff and subject teachers

Participate in a sample lesson

Meet current Year 7 pupils who might act as 'mentors'

Year 6 children also begin work on their 'Transition units' which they continue to work on when they enter Year 7

STATUTORY TRANSFER INFORMATION

This includes the following:

End of Key Stage 1 Phonics / task/test results for English and Maths

End of Key Stage 1 teacher assessment levels in English, Maths and Science

End of Key Stage 2 test/task results in English, Maths and Science

End of Key Stage 2 teacher assessment levels in English, Maths and Science

Individual Health Care Plan and Medical Health Care Plans (where appropriate)

SPECIAL EDUCATIONAL NEEDS

The needs of those children on the School Action File will be discussed at the end of each school year as described in the Special Needs Policy. The updated information is then passed to the next teacher along with a relevant ITPs to cover the first half term of the new school year.

At transfer from Key Stage 2 to 3, details of those pupils on the Special Education Needs Register are passed on to the SENDco.