Grove Vale Primary School

 Transition policy

Date: June 2020

Review: June 2023

#### *Transition is a process not an event.*

*A 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

* To promote the continuity of education and curriculum continuity between the phases of education
* To promote and support cross-phase and multi-agency working
* To facilitate greater staff understanding of other phases, especially their practice and pedagogy
* To prepare all children for a positive transfer experience
* To support the effective transition of individual children, particularly those who might be most vulnerable to ineffective transition
* To ensure proper availability and effective use of transfer records
* To enable parents/carers to be fully informed and involved in the transition process through positive relationships.

**Key principles**

* Transition does not only take place during a specific week, on a specific day, at the end of the Summer term or at the beginning of Autumn term
* Transition at every stage is likely to be more effective if teachers are more reflective in their practice. Reflective teaching ensures that the learning needs of all children are met
* All adults should be well informed and have a clear understanding of the transition process
* Information passed on in the transition process should consider as many positives as possible so that children can build upon their successes early in their new surroundings
* Building positive relationships with parents/carers and working in partnership with them is crucial to the success of the transition process as it ensures that individual pupils’ needs are met
* Communication, flexibility and organisation are the keys to a smooth and effective transition process
* Partnership with other professionals forms an integral part of successful transition processes and helps to ensure that the wide-ranging needs of both children and parents/carers are met appropriately
* Multi-agency working ensures the sharing of information and lessens the chances of vital information being omitted during the transition period
* Transition should be handled sensitively and thoughtfully, always with the children’s social and educational needs central to the process
* Build upon what the children already know and can do
* Transition is about good communication and co-operation.

**Essential practice**

**Children should have**

* a clear understanding of the systems and routines of their new class/key stage;
* an understanding that their achievements will be acknowledge and celebrated;
* an environment that supports their decision-making skills, independence, autonomy, and learning styles;
* opportunities to build upon their successes early on in their new setting and an understanding of their next steps;
* ownership of their new class by involving them in decision making and allowing them to take on specific responsibilities;
* their opinions of the transition process considered and used to inform future transition processes.

**Teachers/practitioners should**

* ensure they understand what effective transition involves and how it impacts upon children’s wellbeing, development and learning
* know how children develop and learn and have appropriate expectations of progress during the process of transition
* ensure that resources and the learning environment match the learning needs of the children and are an extension of those previously experienced;
* meet with teachers/practitioners from the previous class to share information about children and pass on records of achievement;
* involve the SENCO in the planning for transition and ensure All About Me documents are shared with new staff;
* evaluate and adapt their approach to transition, considering the views of children, parents, teachers and practitioners.

Children’s reactions to and ability to cope with change will depend on how practitioners/teachers prepare them for:

* a change of physical environment;
* a change of routine;
* a change of curriculum;
* a change of teacher.

*At its best, the management of transition is part of a broader whole school approach to achieving good curricular continuity and progression in pupils’ learning*

FSCG DfES/QCA

* **Continuity** involves us keeping some things the same as they transfer (knowledge of curriculum/organisation/planning, retaining stability and familiarity)
* **Progression** involves us in helping children to move on in a seamless way in their learning (knowing where children are and what the next steps are in learning, moving on).

**What it should look like**

* Prepare the children well beforehand by visits and discussions.
* Ensure all the children are familiar with class rules and expectations for behaviour – build up a collaborative learning environment (At Key Stage 2/Key Stage 3 transfer, this will include vital liaison with High Schools).
* Explain and familiarise the children with new routines and resources, ensure they know how they work and where they belong.
* Share the “Big Picture” with the class at the point of transfer.
* Make sure that vital information (observations/evidence folders etc) is transferred – it is vital that we acknowledge and utilise the wealth of information about children’s development, interests and progress.
* Inform parents/carers about transition practice through meetings/visits/booklets.

**Implementation of the Policy at Grove Vale:**

**PRE SCHOOL TO RECEPTION**

**Routines, processes and changes**

* A stay and play session is held during the Summer term (before they start) – so that parents can meet staff/see classroom
* The option to attend lunch during the Stay and Play session in the Summer term before they start Reception is offered to pupils and parents
* The ‘Meet Your New Teacher’ sessions take place during Summer term, before they start Reception and story sessions in Reception are planned in during this term
* Children who have attended our school pre-school begin Reception first and then children from other settings start the following day on a part time basis for the first few days.
* Flexible timetables are put into place during the first two to three weeks
* Pre-school staff are available to settle the children into their new Reception class as they enter the first few days.
* Continuous free flow activities are set up for Pre-School and Reception during the year (after the first half term) where children can learn and play together.

**Involving parents/carers in the transition process**

* An Induction meeting is held in the Summer term before the children start, so that parents can meet staff and collect an information pack about the school
* Transition letters are sent to parents/other settings that children have attended if they do not attend
* A home visit is planned in the summer term where the parent and child get the opportunity to meet with two members of the reception staff in their home.
* The EYFS leader attends a Children Centre meeting in the summer term which is set up in order to share information from all the childcare providers in the area
* Visits and tours of the school are welcomed and encouraged for new incoming parents and children
* A Stay and Play session takes place in the Summer term before the children start
* Curriculum workshops (early reading/writing and maths) for parents take place during the Autumn term
* Parents receive information regarding how their child has settled in Reception at first parents’ evening (October) to allow for ay necessary adjustments

**Inclusive transition**

* Children with one to one support/outside agency involvement spend time meeting/discussing child with Reception staff/SENCO
* Early intervention is planned with SENCO where necessary
* Additional visits are planned in where necessary
* Time for staff is made to discuss attainment, as well as child protection, medical and SEN issues and to share IEPs where they are available
* Pre-school training organised for staff before, or as soon as, children start Reception for children with medical needs
* Care plans are set up for children with medical needs.

**RECEPTION TO YEAR ONE**

**Routines, processes and changes**

* ‘Meet Your New Teacher’ sessions take place during the Summer Term, before the children start Year 1, and story sessions/lessons are planned in during the term
* Children are introduced to the ‘big’ playground during the Summer Term before starting Year 1
* During Reception children to sit for longer sessions during Music, Literacy and Maths
* Flexible timetables are used during the first 2/3 weeks of Year 1 with observation and flexibility on the duration depending on the cohort adapting to the new environment.
* During the first term, the timetable will reflect the Reception environment i.e. structured activities, outdoor play, child-initiated play.
* Year 1 children will continue to use the outdoor area daily as part of their timetable and learning.
* Staff plan using the Foundation Stage curriculum *and* National Curriculum, and they will assess using similar assessment techniques to Foundation Stage – i.e. observations for the first 2/3 weeks.
* Playtime buddies are available in the Key Stage 1 playground to support children feeling insecure/upset

**Involving parents/carers in the transition process**

* Information given to parents at Summer parents evening explaining new Year 1 system and weekly timetables
* The first parents’ evening (October) provides opportunities to share any ‘settling in’ concerns

**Inclusive transition**

* Children with one to one support/outside agency involvement spend time meeting/discussing child with staff/SENCO
* All About Me/targets are shared with Year 1 class teachers.
* Pupils needing targeted support are identified by Head Teacher/Deputy Head Teacher and action plans are drawn up in September
* Time for staff is made available to discuss attainment, as well as child protection, medical and SEN issues and to share IEPs (during Transition Week in July)
* Nurse training is organised for staff before, or as soon as, children start Year 1
* Care plans are set up for children with medical needs
* Staff use Early Learning Goals to plan from, where appropriate, to support SEN/pupils with lower attainment.

**KEY STAGE ONE TO KEY STAGE TWO**

**Routines, processes and changes**

* During the Summer term:
	+ Year 3 pupils make ‘Transition booklets’ for Year 2 pupils to tell them about Key Stage 2/Year 3
	+ Playtimes are shared with Year 3
	+ Year 2 pupils spend a morning working on Year 3 timetable/going to Key Stage 2 assembly
	+ Extra time/ transition time spent in new classrooms/ Year 3 areas for children with extra needs for whom transition will be a longer process.

**Involving parents/carers in the transition process**

* Information given to parents at Summer parents evening explaining new Year 3 systems and weekly timetables.
* The first parents’ evening (October) provides opportunities to share any ‘settling in’ concerns.

**Inclusive transition**

* All About Me/ targets and medical plans/issues are shared during Transition Week (July)
* Staff meet (previous teacher/new teacher and other staff) to share data and information regarding children to aid transition including any background issues
* Pupils needing targeted support are identified by Year 2 teacher and targets are planned for the Year 3 teacher to start work in September

**KEY STAGE 2 TO KEY STAGE 3**

**Routines, processes and changes**

* Admission to Secondary School information is distributed to parents and pupils in September. This gives details all secondary schools in the borough and their Open Days. An application form, pre-printed with each child’s personal information is enclosed. Pupils need to apply to the borough they live in, irrespective of which school they wish to attend
* A ‘Welcome to Year 6’ information pack is given to parents and children in the summer term preceding their entry to Year 6.
* Details of the secondary school Open Days will also be made available to parents of Year 5 pupils
* By the beginning of November, parents will need to complete the online application form regarding their child’s school place in Year 7 to the local authority,
* In March, the Local Authority writes to the pupil’s home address to inform them as to which school they have been allocated
* During the Summer term academic and pastoral details will be exchanged through the TPP (transition pathways plus) spreadsheet in which Grove Vale sends to Sandwell schools that our pupils will be transitioning to in September. This includes: information on: attendance, attainment levels, Pupil premium, safe guarding info, SENd information. It also gives staff opportunity to add any other notes and relevant information. This is then sent via. Sandwell's secure file sharing system- Move it.
* Staff from various high schools visit our school to meet their new pupils
* In July all Year 6 pupils are given the opportunity to go to their new school. In Sandwell there is an agreed protocol which should ensure that there are two common shared days when pupils will visit their high school

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**Involving parents/carers in the transition process**

*Please also refer to the section above*

* The SENCO will meet with any parents, who have particular concerns, on an appointment basis

**Inclusive transition**

* Teaching assistants supporting pupils with SEN/EAL programmes will liaise with the SENCO to contact the appropriate high school. This may mean that a teaching assistant will visit the high school with a particular pupil, or that the SENCO from a particular high school will arrange to visit our school
* The SENCO will meet with any parents, who have particular concerns, on an appointment basis.

**Monitoring and evaluation of the policy**

* The SLT and curriculum committee of the governing body will monitor and evaluate the effectiveness of this policy bi-annually
* The SLT will make additions/amendments to the policy and amend as necessary prior to approval by governors
* Parents and pupils will be invited to contribute to the effectiveness of this policy bi-annually and through the parent comment box in the foyer.

**Appendices 1:**

**Transition after the effects of Covid 19.**

As a school we have considered the effects of Covid 19 and the likely hood of many cohorts most likely returning to school with anxiety and attachment issues due to the fact at being isolated from others and spending longer periods of time at home with parents.

At Grove Vale our transition policy accepts and understands this and the following steps will be taken to ensure all children feel safe and at ease:

* + Academic learning will be delayed, flexibility with time tables
	+ Regular reassurance and updates with parents via email and parent pay
	+ Focus on PSHE and team building activities
	+ Focus on empathy and positive regard to emotion or negative behaviours
	+ Discussions with staff to set clear expectations for children to have consistency throughout the school day
	+ New routines to be set quickly and efficiently

**Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Head teacher) Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors) Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**