



## **Alwyn Infant and Nursery School Transition Document (Updated May 2013))**

### **Defining Transition**

In this document 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process designed to support children in settling in to their new learning environment in preparation for future learning and development. Pupils at Alwyn Infant School make several transitions:

- Into Foundation Stage
- From Foundation Stage to Year 1
- From Year 1 to Year 2
- From Year 2 to Year 3 (Key Stage 1 to Key Stage 2)

Each of these transitions is a unique phase which has its own challenges and expectations which are outlined in this document.

### **Aims**

We want our children, parents and carers 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. We aim to promote the smooth transition of children at the start of each new stage here at Alwyn, prevent and alleviate stress and promote continuity of teaching and learning.

### **Principles That Underpin the Process**

- 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
- 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

### **Transition from Pre-School to the Foundation Stage:**

- Individual tours offered to all incoming parents/carers and children.
- Good links between Early Years Foundation Stage leader and staff from other settings. In the summer term eachers in the Early Years Foundation Stage visit main feeder settings.
- Teachers use the records from previous settings to inform their judgements, when recording the children's attainment on entry to the Early Years Foundation Stage at Alwyn.
- Parents/carers of prospective Foundation Stage children are invited to a New Parents Information Evening during the summer term prior to entry to school, to meet the Headteacher and the Foundation Teachers. The Chair of Governors may also attend. A short presentation and an opportunity for a question and answer session is used to help parent/carers feel confident about the transition.
- A Parents/Carers Handbook is provided to new parents/carers to the school.
- Parents/carers receive a school prospectus with information about the school.
- Children and their parents/carers are invited to visit Little Alwyn for a short session in July to meet their teacher in their classroom.
- Home visits are offered to all families and carried out in September. These give opportunities for staff to meet the children where they are relaxed. It also gives parents/carers another opportunity to ask questions and talk about any concerns.
- For their first week, children attend school for the morning and lunch time only.
- Shorter sessions can be arranged should a child continue to struggle with the transition.

## **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. A kinaesthetic (doing) approach to teaching and learning is maintained and built upon to offer a creative 'hands-on' method of teaching and learning.

- Year 1 teachers are made fully aware of The Characteristics of Learning and Foundation Stage Profile for each child. These are passed onto the Year 1 teacher in the summer term.
- Although Year 1 is the first year within which the National Curriculum is followed, the teachers continue to develop the independent learning skills established in the Early Years Foundation Stage; 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 individual 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 Year 1 teachers include a copy of their Early Years Foundation Stage Profile and their Learning Journal.
- Year 1 teachers spend time in the summer term with the reception class –reading stories, child initiated play etc.
- 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).
- At the end of Year 1 the children will write a class book all about their experiences and share this with the Reception children.
- Foundation Stage children attend Golden Book assembly, PE, music and lunch.

Once transferred to Year 1:

- Children continue to work and be assessed, if appropriate, within the EYFS curriculum for their first term.

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

- Daily whole school assembly.
- Joint afternoon playtime with Key Stage 1 children and staff, with shared equipment/activities.
- Children encouraged to share good work with a teacher of a Year 2 class.
- Teachers meet in the summer term to discuss individual children.
- All children visit new classes and work alongside new teachers on Transition Day at the end of the Summer Term.
- Continuous tracking of children's progress is passed on to the Year 2 teacher.
- Throughout the year, there are shared assemblies and other activities, such as Enterprise Week, Sports Day and the Christmas performances when children throughout the school mix together to enable them to get to know other teachers and staff and each other.
- Examples of work move with children to provide further evidence of previous years' progress and targets.
- Transfer of Individual Education Plans (IEPs) and Assessments takes place.

## **Transition from Year 2 to Year 3 (Key Stage 1 to Key Stage 2)**

- A separate application form needs to be completed in Year 2 for a place in a junior school.
- Year 2 parents/carers are invited to an introductory meeting at the junior school.
- Children in Year 2 visit their new teacher and their new classroom.
- Children in Year 2 have playtime with their teachers in Courthouse playground.

- Year 2 and Year 3 staff have a face to face meeting to discuss individual pupils; during these meetings information about pupils' progress, achievements, social and personal data is shared in order to inform future planning and expectations in the next class. Child protection issues are also communicated during these visits.
- The Special Educational Needs Coordinators of both schools meet to discuss relevant children on the Special Educational Needs Register.
- Children's records, including SATS information are passed to the Junior School.

#### **Children joining Alwyn part way through a school year**

- Individual tours offered to all incoming parents/carers.
- Parents/carers receive a school prospectus with information about the school.
- New children assessed quickly by class teacher and/or Special Educational Needs Coordinator.
- A 'buddy' or 'buddies' is/are identified to help the new child to integrate.
- Records from previous school made available to class teacher and Special Educational Needs Coordinator.

#### **Children joining Alwyn part way through a school year who are new to the country and/or bilingual**

When parents/carers accept a place for their child who is new to the country the following procedure will be followed:

- The Headteacher and class teacher will gather information on the language background of each child and on any previous educational experiences.
- Parents/carers will be given a welcome pack (which may have been translated into the appropriate language if necessary) or a translator may be present.
- Children will be placed, wherever possible, in a class with a child speaking the same language.
- The new family and pupil will be shown around the school.
- Identifying a friend/friends to "buddy" up with the new child in class and at playtime and at lunchtime.
- Collaborative activities will be provided to encourage their involvement.
- The children will be given time to settle and will be allowed time to be silent if they wish.
- Class teacher/support staff will carry out initial assessments.
- Involvement of the Ethnic Minority Achievement Team will be requested if necessary.