

Alwyn Infant School Transition Document

Parent Council Meeting 30th April 2018



As the roots spread so the tree grows



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Defining Transition

In this document 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another.

It is the process designed to support children in settling into their new learning environment in preparation for future learning and development.

Pupils at Alwyn Infant School make several transitions:

- From home/nursery 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/Junior School)

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 to experience smooth transitions throughout their learning, so that the pace and quality of learning are maintained to ensure children continue to make the very best progress.

We aim to promote the smooth transition of children into 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.
- Styles of teaching and learning meet the needs of all 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.



Transition from Pre-School to the Foundation Stage:

- Individual tours offered to all incoming parents/carers.
- Good links between EYFS (Early Years Foundation Stage) leader and staff from other settings. In the summer term the EYFS Team Leader visits the main feeder settings.
- Teachers take account of the records from previous settings.
- 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 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.
- Parents/carers are told about the school prospectus, which is on the website.
- Children and their parents/carers are invited to visit Little Alwyn for a short session in July to meet their teacher and their new classmates in their new 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.



Transition from the Foundation Stage to Year 1 cont.

- Before the children move from the Foundation Stage into KS1 teaching staff meet to discuss the individual children's progress and needs. 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 electronic access to their Early Years Foundation Stage Profile, their Characteristics of Learning and a sample of their writing.
- 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.
- 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 in the main school and special or interesting assemblies.
- On Primary Link Day the children visit their new classrooms and new teacher.



Transition from Year 1 to Year 2

- Daily whole school assembly.
- 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 to the Year 2 teacher.
- Throughout the year, there are shared activities, such as Sports Day, Christmas performances, Leavers' Concert 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)

- Parents need to complete a separate application form in Year 2 for a place in a junior school.
- Year 2 parents/carers are often invited to an introductory meeting at the junior school.
- Children in Year 2 visit their new teacher and their new classroom and may also observe the lunchtime routines.
- Children going to Courthouse 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 and social development 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.
- Extra visits are arranged for vulnerable/anxious children.



Children joining Alwyn part way through a school year

- Individual tours offered to all incoming parents/carers.
- Parents/carers download 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.

