



## **BARTONS PRIMARY SCHOOL** **TRANSITION POLICY**

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Governor Committee	<u>Curriculum</u>
Chair of Governors signature	<u>See hardcopy</u>
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### **Introduction**

This policy was developed through consultation with members of staff and Governors.

### **Principles**

- Transition procedures should involve the child and his/her individual needs
- It is important to work effectively with all adults including practitioners and parents
- There should be a professional regard for the previous setting
- Transition should motivate and excite children

### **Responsibilities**

Individual class teachers and the SENCO, where appropriate, are responsible for implementing the policy and liaising appropriately. The Headteacher is responsible for overseeing the whole school delivery of the policy.

### **Aims**

- To ensure that children feel settled, secure and happy and that all transitions take place as smoothly as possible for the children
- To allow professional dialogue between all those involved with the child
- To ensure that information is passed on accurately and appropriately
- To ensure that staff have an awareness of the needs of each child in their care
- To ensure smooth progression and continuity of practice
- To ensure that the school environment is familiar to the children and systems are in place that are used throughout the school (eg organisation of resources, classroom areas etc)

### **Procedures**

#### **Pre-school to Reception**

- Many children come for initial visits with their parents
- Teachers visit local nurseries to observe children and talk to practitioners. We also share useful information at local area meetings.
- Open afternoons in the Summer Term when children come to visit with their parents

- Some local nurseries visit with their children
- Teddy bears picnic in July when children spend time in their new classes without their parents
- Home – school activities are issued
- Opportunities for discussions with parents, for them to share relevant information about their children, while children meet the Reception class staff.
- Nursery records are passed on and some discussions with nursery providers take place
- Home Visits may take place in the Summer Term, if parents request them

### **Reception to Year 1**

- Reception class visit Year 1 for story-time so that they are familiar with the Year 1 classroom
- Induction day in July – children spend time in their new classes
- Meetings between Reception and Year 1 teachers to discuss individual children
- Records passed from Reception to Year 1 teacher
- Continuation of the EYFS (Early Years Foundation Stage) curriculum into Year 1, where appropriate
- Continuity of curriculum activities (phonics, reading scheme, Child Initiated Learning Splash etc) and Behaviour Management strategies

### **All other Year Groups**

- Induction day in July – children spend time in their new classes
- Meetings between teachers to discuss individual children
- Records passed from year group to year group teacher
- Continuity of curriculum activities (phonics, reading scheme etc) and Behaviour Management strategies
- Pupils visit their new classrooms and teachers for story-time. This is particularly helpful for SEN pupils

### **In-Year Transition**

- Parents visit the school (with or without their child)
- It is suggested that the child visits for a story-time
- Discussion with current school (Class teacher, Head, Deputy, SENCo could be involved)
- For pupils transferring in-year to other schools a pro-forma (on the PPA computer) detailing their current level of attainment is sent

### **Rights Respecting Schools**

This policy links to Article 28:

Every child has the right to an education.