

Jennett's Park C of E Primary School



Transition Policy

EYFS

KS1

KS2



Transition Policy – Rationale



Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school. A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, whatever stage they may start their school life at Jennett's Park C of E Primary School.

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (school and home) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their primary journey in Year 6.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. Good transition should help to eliminate, and certainly reduce, any 'learning dip' sometimes seen in September, perceived by many to be caused by the long summer holiday. Autumn term 1 assessments should generally, bar exceptional cases, fall in line with the Summer 2 assessments previously made. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress.

Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous teacher, new teacher, phase leader, SENCo etc) to identify these children at risk and quickly put into place rapid and effective intervention to close the gap.

Transition Policy – Aims

1. Effective Communication

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

2. Parental Involvement

To ensure home/school communication channels are strong and parental engagement is high.

3. Continuity and Progression

To ensure there is secure continuity and monitored progression in order to maximise learning potential.

4. Induction

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

In order to ensure we are meeting these aims we:

- Make early contact with parents new to school - as soon as BFC confirm transfer information.
- Send a comprehensive starting school pack (including information about school registration, data protection, Broadmoor procedure, school dinners including FSM, school uniform, PTA,) so that parents have all the information they need.
- Offer all children and parents the chance to visit the school, look around and meet their teacher prior to starting. They can also spend time in the classroom.
- Parents of children in the earliest years (Nursery, Reception, Year 1) are invited to a parent meeting in the half term before they start/move year groups. The meeting clearly outlines the social, emotional and academic expectations of each year.
- Parents of children in EYFS, or those with additional needs, are able to request a home visit.
- Children attending other pre-schools are visited in their setting before starting Reception.
- Children in EYFS attend group visits in the term before they start and one to one parent meetings at school the week before they start. These are opportunities for parents to talk to the class teacher and child to visit class and meet staff.
- Children new to school (EYFS) have staggered and flexible start dates and ideally wherever possible attend part time in first few weeks.
- Children new to school (KS1/KS2) are offered the option of starting school on day two of their agreed start week.
- Vulnerable year groups (e.g. Reception/Year 1) work together to discuss children's attainment and plan units of work to be started in the summer term and finished in the following Autumn term.
- Joint team meetings for transition (particularly critical for Reception/Year 1 and Year 2/Year 3) including class allocations.
- Ongoing joint phase meetings and staff INSET for moderation (especially Reading, Writing, Maths).
- Wherever possible, Read Write Inc leader undertakes Summer 2 phonics assessments in R and Y1.
- Where appropriate, LA statutory moderation meetings attended by current teacher and feeder teacher.
- Whole school swap day – new classes meet their new teachers and parents are informed of their child's new class teacher.
- All teachers engage in professional dialogue during handover transition meetings and all relevant summative assessments and next steps are passed onto new class teacher.
- Wherever possible, Summer 2 Pupil Progress meeting attended by old teacher and new teacher, and new targets set. These are then reviewed and confirmed in Autumn 1 Pupil Progress meeting.
- Maths and Literacy books are passed onto new class teacher and held until Christmas. Writing books travel through school with each child.
- Informal 'meet the teacher' drop in session after school early Autumn term so that parents have the chance to meet new teachers.
- School SENCo/Early Intervention Manager/Family Support Worker involved at the earliest opportunity to support vulnerable children and families.

Transition Overview

Early Years Transition

EYFS - into Nursery

- School Nursery tours offered by EYFS AH prior to applications (currently first Weds in the month)
- Parent Meeting and school tour
- Group visit to Nursery
- One to one visit to Nursery
- Home visit if requested
- Flexible start dates (with further visits arranged first if required)
- Stay and play at drop off if required
- Later drop off/Early pick up arranged if required

EYFS - Nursery to Reception

- 'Starting School' School Tour offered by HT/DHT prior to applications – Autumn term (November)
- Parent Meeting and school tour
- One to one visit to JP Reception
- Home visit if requested
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- EYFS assessment, class teacher reports and learning journals passed on
- JPP Nursery - regular classroom visits term before, regular teacher swap for stories term before
- Other Nursery – EYFS staff member visits current pre-school setting where possible
- Not attending Nursery – parents telephoned and offered a home visit
- Week one – child/parent 1-1 visit, plus attend school mornings only, collect at 12.
- Week two – stay til 1pm (for lunch)
- Week three – full time (should any child need to remain part-time discussion to be held with parents/teachers)

JP Nursery to different Reception class

- New teachers welcome to visit child in situ – new schools make contact with us to arrange this
- Children released from JP Nursery session to visit new school
- Small groups with focus on transition
- EYFS assessment, class teacher reports and learning journals passed on via School Office
- Nursery teacher/EYFS AH available to speak to new teacher

Starting School - Deferrals

Parents can choose to defer their child's school place until the term after they turn five. If any parent wishes to defer their child's start at JP, they must make contact with the school in order to discuss this further.

It is our expectation that children who attend JP Nursery, and who are due to attend JP School, will transfer to our Reception class at the start of the Autumn term. They may continue to attend part time if it is agreed this is best for the child.

EYFS/KS1 - Reception to Year One

- Year One teachers to observe learning in Reception (maths and literacy)
- Year One teachers to make regular drop-in and story visits to Reception classes
- Focus intervention groups to take place in Year One learning areas and/or with Year One adults
- RWI Lead to undertake phonics assessments and moderate book bands
- Whole school swap day – where possible most popular secondary school transition day
- Parent Meeting – What to expect in Year One, late July, after school
- Joint team meeting EYFS/KS1 moderation
- Previous teacher/new teacher professional conversation, notes shared with Phase Leader
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- EYFSP results, class teacher reports, learning journals and writing books passed on
- Meet the teacher drop in, early September, after school

- RWI homework books to continue through Autumn alongside introduction of ORT reading books
- SENCo to be closely involved with transition of vulnerable children.
- Continued ongoing support throughout Autumn term.

Key Stage One Transition

KS1 – Reception to Year One

- See EYFS transition into Year One

KS1 - Year One to Year Two

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September, after school
- Year 2 teachers should be aware of EYFS results alongside Year 1 attainment
- Shared planning – last full week of summer term and first full week of autumn term
- Where possible previous teacher undertake drop-ins Autumn term and discuss children at team meeting
- RWI manager/Y1 teachers to complete final phonic assessments, in close consultation with R teachers in order to quality assure and moderate results.
- SENCo closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and flagged up with new teachers.

KS1/KS2 - Year Two to Year Three

- Year 3 teacher visits year 2 Literacy/Maths lessons Summer 2
- Whole school swap day
- *Parent Meeting or booklet – ‘What to Expect in Key Stage Two’, late July, children to contribute*
- Previous teacher/new teacher professional conversation
- KS1/KS2 joint team meeting moderation
- Y2/Y3 class teacher moderation and BF borough meeting – selection of children KS1 and Y3.
- RWI Manager to be involved with transition of any children still on RWI Programme
- SENCo to devise transition programme for vulnerable children
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September, after school

Key Stage Two Transition

KS2 – Year Two to Year Three

- See Key Stage One transition into Year Three

KS2 - Year Three to Year Four

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September, after school

KS2 - Year Four to Year Five

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September, after school

KS2 - Year Five to Year Six

- Whole school swap day
- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Meet the teacher drop in, early September, after school
- Parent Meeting – SATs/transition to secondary school parent meeting, Spring term

KS2/KS3 - Year Six to Year Seven

- Secondary Schools have own transition policies – East Hampstead Park, Garth Hill College, Ranelagh, Sandhurst, Brackenhale, St Crispins.
- Year 7 transition leads at secondary school make contact with school
- Data Manager is lead liaison between schools
- Secondary transition leads meet with class teacher to exchange information, including teacher assessment levels
- Can implement extra transition sessions by request and BST may offer extra transition for vulnerable children
- Secondary transition leads meet with children
- Secondary School runs information sessions/meetings for parents
- Secondary School visit days as per schools
- PSEHE sessions planned in class
- EP invite year 6 to watch Y7 presentation
- Y6/Y7 transition with office – exchange of info re any changes about secondary school,
- Transfer data via CTF file, date given by Bracknell for electronic transfer
- Sum 2 pupil files sent, internal or delivered or collected as per arrangements made by office. CP records handed to new school/Internal post.

Transition In Year

Transition In Year: New Starters

EYFS – Reception

- Email from BFC considered for place
- Via admissions committee via encrypted email, response yes/no
- Yes – BFC inform family
- Family asked to contact the school to agree transition process.
- Send out in year reception letter and starter pack and invite to school to meet teacher at a convenient time.
- Parent and child one-to-one meeting with class teacher at school - complete 'starting school questionnaire', arrange classroom visit/s and home visits if necessary and agree start date (soft start, half day, lunch as required)

KS1/KS2

- BFC email school, school gives start date to BFC, BFC contact parents advising them to contact school.
- School make contact with parent sending welcome packs sent and registration forms must be handed to office before visit day.
- Offer tour of school and opportunity to meet the teacher – liaise with Assistant Head / Office Staff.
- Arrive 8.40am through the office first day, class teacher meets and escorts to classroom. .
- Start date must avoid the first day of any week.
- Baseline assessments undertaken by class teacher in first week – reading, writing, maths.
- Pupil files transfer - data Manager contacts/chases school for info.
- Also see starters check list.

Transition In Year: Leavers

- Refer to Office checklist for blue files
- Data manager passes request for all information to AH first who passes on to class teacher and SENCo, via Head and back to Office.
- All school books, and other information including all written reports, to be filed into blue file
- MS final file check against the list (adds CP information)
- File passed back to office and file posted. (special delivery) Local – internal or delivered