

The Federation of Abbey Infant and Abbey Junior Schools

Aims

The transition from home right through to year 2 is a process aimed to

- Promote the continuity of education between the year groups.
- Help staff understand the curriculum and practice in other year groups.
- Prepare children for a positive transfer experience.
- Support the effective transition of individual children, particularly those children who may find change difficult.
- Ensure individual records are transferred to new class teachers so they can be used effectively.
- Ensure parents and carers are fully informed and involved in the transition process through positive relationships.

Key Principles

- Transition is a process not an event.
- Transition needs teachers at all stages to be reflective so 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 during the transition process should take in to account all the positives as possible so that children can build upon their successes when they reach their new surroundings.
- Building positive relationships with parents and carers and working in partnership with them so that the needs of every individual child are met.
- Communication, flexibility and organisation are the keys to a smooth and effective transition policy.
- Partnership with other professionals forms an integral part of a successful transition to ensure that the wide

ranging needs of children, parents and carers are met appropriately.

- Multi-agency work ensures the sharing of information and lessens the chance of vital information being omitted during the transition period.
- Transition should be handled sensitively and thoughtfully 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 system and routines of their new class.
- An understanding that their achievements will be acknowledged and celebrated.
- An environment that supports their decision making skills, independence and learning styles.
- Opportunities to build upon their successes early on in their new settings 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 opinion of the transition taken in to account and used to inform future transition.

Teachers and practitioners should

- Ensure they understand what effective transition is and how it impacts on children's wellbeing, development and learning.
- Know how children develop and learn and have appropriate explanations of progress during the process of transition.

- Ensure that the resources and the learning environment match the learning needs of the children and are an extension of those previously experienced.
- Meet with the teachers and practitioners from the previous class to share information about the children and pass on records of achievement.
- Involve the SENCO in the planning for transition.
- Evaluate and adapt their approach to transition, taking in to account the views of children, parents, teachers and practitioners.
- Prepare the children well beforehand by visits and by visits and discussions.

Ensure all the children are familiar with class rules and expectations for behaviour.

- Make sure that vital information is transferred in order to utilize the wealth of information about children's development, interests and progress.
- Inform parents and carers about transition practice through meetings, visits and booklets.

Implementation of the policy.

Home to Nursery

Nursery to Reception.

Reception to Year 1

Routines, processes and changes

- Meet your "Your New Teacher" sessions to take place during the summer term before the children start year one, with story sessions and lessons planned during this term.
- Children are introduced to year one playground during the summer term.

- Towards the end of reception children sit for longer periods during Literacy and Numeracy.
- Complete a survey at the end of Reception, to find the children's favourite activities and discuss any concerns about moving to year one.
- Flexible timetables to be used at the beginning of year one.
- During the first term the timetable will include elements of reception ie structured activities and outdoor play.
- Routines to include family grouping of fruit and milk tables.
- The classroom will include a writing table, role play corner, sand and water areas, a book corner, a speaking and listening corner, a small world corner and an art area.
- All resources including Literacy, Numeracy and art resources to be readily accessible in order for the children to promote their own learning.
- Staff to plan using the National Curriculum and the Foundation Stage curriculum.
- Playtime buddies are available to support children feeling vulnerable and upset.
- Plan themed days related to the topics.

Involving Parents and Carers in the transition process.

- A transition meeting is held at the end of the summer term before the children start, to meet staff and ask questions and raise concerns.
- A transition booklet is distributed to all parents to explain the process.

Year one to year two.

Transition time line for Year 2 - Year 3

<u>Month</u>						
<u>Autumn term</u>						

Sept	<ul style="list-style-type: none"> • Year 2 teachers over to see how 'Old' Class' are settling in. • Open evening for prospective parents.
Oct	
Nov	
Dec	
<u>Spring term</u>	
Jan	<ul style="list-style-type: none"> • NR over with 15 children (5 per class) every fortnight for 40 minutes. Work alongside classes. Year 3 to be a buddy and answer any questions. (Up until Feb half term.)
Feb	<i>As Above</i>
Mar	<ul style="list-style-type: none"> • 1st March weeks-Year 2 children over 1 class per week (split into 10) to participate in 'INSPIRE' type work shop working alongside Year 3 classes and teachers. • (last week) Officially parents find out if their child has a place at Abbey Juniors
Apr	<ul style="list-style-type: none"> • Parents' visits during school time- Year 3 children take them on tour. (Time? Infants send out letters to see who wishes to attend-For numbers)
<u>Summer term</u>	
May	<ul style="list-style-type: none"> • Summer term ICT suite used by year 2- Provide buddies from Year 3.
June	<ul style="list-style-type: none"> • 1st week of June Year 3 and Year 2 teachers meet to

	<p>discuss and create new classes.</p> <ul style="list-style-type: none"> • Year 2 children in for assemblies every Wednesday WC 1st of June. • WC 15th June- Year 3 teachers to send out Welcoming letters to new classes. • WC 22nd June Year 3 teachers to go over to Year 2 to say hello. • Tuesday 23rd June Children over to juniors for afternoon (2:15-3:15). Meet parents of new class at end of this day. • June 30th _New intake parents in for afternoon chat. •
July	<ul style="list-style-type: none"> • Year 2 teachers come back to see how the year has gone.

Inclusive Transition.

- Children with one to one support and outside agency involvement. Spend time meeting and discussing children with staff and outside agencies.
- Pupils needing targeted support are identified by SENCO and action plans drawn up in September.
- Time for staff to discuss issues such as attainment, child protection, medical, and SEN issues and to share IEP issues is made available during the end of the summer term in reception.

- Staff use early learning goals to plan from, where appropriate to support SEN pupils with lower attainment.

Children's reactions to the ability to cope with change will depend on how teachers and practitioners prepare them for

- A change of the physical environment.
- A change in 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.

Continuity involves keeping some things the same as they transfer (knowledge of curriculum, organisation and 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 in order to move on.