

# **MAKING TRANSITION WORK**

## **DEFINITION**

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

## **AIMS AND OBJECTIVES**

We want our children to experience a smooth transition throughout their learning, so the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

## **POLICY PRINCIPLES**

- 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 at that time and not pre-conceived notions of what is appropriate for the next phase/key stage.
- 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 give particular attention to the particular needs of the children.

## **TRANSITION FROM PRE-SCHOOL TO RECEPTION**

Discussions occur between Wrenthorpe Academy teachers and staff from other settings. Teachers from Wrenthorpe Academy attend the Open Morning at Wrenthorpe Pre-School and are available to answer questions and address concerns of prospective parents.

Individual tours of the school are offered to all incoming parents and children.

Parents of prospective Reception children are invited to an Open Morning on a chosen Saturday to have a look around the unit and the rest of school.

Parents of intending Reception children are invited to a meeting in the Summer Term before their children start at Wrenthorpe Academy. While they are in the meeting their children are encouraged to use areas and activities in the Reception unit. Parents receive a 'Parents' Pack' with information about the school. After the meeting the parents are encouraged to join their children in the unit and work alongside them.

Children begin full-time in Reception in the September of the school year (September-August) in which their fifth birthday occurs.

Through observations, a base line record is completed within the first few weeks of entry to the Reception Unit. This will also highlight the need for any early intervention.

A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics using the Read, Write Inc. programme.

Reception staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arise with individual children.

## **TRANSITION FROM RECEPTION TO YEAR ONE**

The Year One curriculum builds on and extends the experience children have had during Reception. Many activities, especially in the first term, are kinaesthetic and a creative, hands on approach to teaching and learning is used.

Before the children move from Reception into Key Stage One, teaching staff meet to discuss the children's progress. Reception teachers inform the future teachers of the child's level of ability, any Special Educational Needs and Disabilities and other information relevant to the well-being and development of the child. Reception and Year One teachers moderate each other's expectations within the transition from Reception to Year One.

Information passed onto Year 1 teachers includes:

- Knowledge of sight words (Common Exception Words)
- Knowledge of phonics and where pupils are in the Read, Write Inc. programme
- Reading ability
- Profile levels for writing
- Details of targets achieved on Early Years Foundation Stage Profile.

Information is used to group pupils, adjust/fine tune the curriculum and set future targets.

## **TRANSITION IN SUBSEQUENT YEARS THROUGHOUT THE SCHOOL**

Teachers meet in the summer term to discuss individual children.

All children visit new classes and work alongside their new teachers on Transition Day in the summer term.

Children create a piece of their "best work" to share with the teacher of their next class.

The next teacher will have access to the data on their new class from OTrack in the previous year, as well as a record of termly reading and maths assessments. This data helps to inform the child's next teacher of previous targets and progress towards them and enables them to set their own targets for the pupil in the following year.

Throughout the year there are opportunities for children throughout the school to mix together to enable them to get to know other staff as well as each other. These opportunities include: Class Assemblies, After School Clubs led by teachers and collaborative working during Maths Week.

Some records are transferred including One Page Profiles, assessment and attendance data.

## **CHILDREN JOINING FROM YEAR ONE TO YEAR SIX**

Individual tours are offered to all incoming parents and children. Parents receive a 'Parents Pack' with information about the school.

New children are assessed quickly by the class teacher and/or SENDCO. A 'buddy' from the class is identified to help the new child to integrate. Records/work from the previous school is made available to the class teacher and SENCO.

### **TRANSITION FROM YEAR SIX TO YEAR SEVEN**

Teachers/Learning Mentors from Wrenthorpe Academy's pyramid secondary school, Outwood Grange, visit Year Six children to discuss their thoughts and concerns ahead of transfer. Other receiving schools are welcomed.

The Year Six teacher liaises with the Year Seven Learning Mentor to create a profile of the assessment data and transition needs of the children.

A meeting takes place between the SENDCOs from Wrenthorpe Academy and Outwood Grange to discuss pupils with SEND. These pupils may be offered more support in transition if it is thought to be appropriate. This would take the form of a Pupil Centred Transition Meeting which is written up and circulated to all concerned parties and then additional visits occur before joining the school so children can familiarise themselves with the buildings, some of their new teachers and the procedures in order to aid transfer.

The transfer of records to the receiving secondary school takes place.

An annual Parents Evening is held at Outwood Grange and other local secondary schools. They also hold Open Days for prospective pupils and their parents.

Year Six pupils attend their prospective secondary school for at least one Transition Day during the summer term.

### **EQUALITY, DIVERSITY AND INCLUSION**

Children and parents are actively involved in all transition processes that take place at Wrenthorpe Academy and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

At Wrenthorpe Academy, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. Our motto is "Where everyone is valued." We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.