



# CONWAY PRIMARY SCHOOL

## Transition policy

**Approved by:** Yalini Carlsson-Ruban

**Date:** 3<sup>rd</sup> May 2018

**Last reviewed on:** 3<sup>rd</sup> May 2018

**Next review due  
by:** May 2021

## **Context**

At Conway we want our children to experience a smooth transition between different phases, so that the pace and quality of learning are maintained, to ensure that children continue to make the very best progress. We recognise that some pupils may be vulnerable and to this end we will employ the following structures and systems to ensure a positive and smooth transition.

## **Aims**

- To ensure that children experience a smooth transition from one stage to another.
- To ensure that all staff see transition as a process rather than an event.
- To ensure good communication between Nursery settings, Foundation stage, Year 1, Year 6 and secondary schools.
- To ensure that the quality and pace of learning are maintained and that children's skills, knowledge and understanding are built upon appropriately.
- To inform parents and children about the transition process.
- To develop strong methods of communication between staff, parents and pupils. The collection of information prior to the pupils starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child.

## **Inclusion**

We are committed to ensuring that the process of transition from one stage to another is accessible and transparent to all and guides all children in a sensitive and supported way. We recognise that transition is a unique process for each child, which will be taken into account when planning this process for each individual.

## **How transition will be achieved in each phase?**

### **Starting Nursery**

#### **During the Summer Term:**

- Parents and children are invited to an 'open session' where they are given the opportunity to meet other children and adults from their new class.

#### **During the first term in Nursery (Autumn):**

- Nursery staff carry out home visits, which provide children with the opportunity to meet new adults in a setting that is familiar to them.
- There is a structured settling in timetable over 2 weeks; however, the settling in period will be tailored to the individual child's needs.
- Where appropriate, parents/carers will be encouraged to stay for the first part of sessions, to ensure that their child is settled.
- Children will be assigned a 'key person' after staff and children have had the opportunity to begin developing relationships.

### **Early Years settings/ Nursery to Reception**

#### **During the Summer Term:**

- Parents/ Carers and children are invited to a 'stay and play' session where they are given the opportunity to meet other children and adults from their new class.
- Parents/ Carers are invited to a 'welcome meeting' to receive information regarding the EYFS.
- Stages of development that children have reached in Nursery are passed on and discussed with reception staff. Children coming from other settings are contacted and asked to bring along their profiles.

#### **During the first term in reception (Autumn):**

- There is a structured settling in timetable over 8 days. The children build up the amount of time they spend in school, gradually increasing to staying for a full day.
- Reception children are integrated into the main playground during lunchtimes and playtimes, to enable them to become familiar with new surroundings and staff.
- Reception staff to work alongside children, giving them the encouragement to settle at their own pace.
- Through observations, a base line record is completed within the first few weeks of entry to the EYFS. This will also highlight the needs for any early intervention.

## **Foundation Stage to Key Stage One**

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.

### **During the Summer Term:**

- Key Stage 1 teachers visit the Reception classes to observe the children in their Foundation Stage environment.
- Reception and Key Stage 1 classes will use the same symbols and pictures for specific lessons and activities, enabling all the children to access and understand the visual timetable. Most children feel more secure when they know the routine of the day and for children with SEN this is of particular importance.
- Planned, regular visits to the Key Stage 1 classrooms take place, which support children in becoming familiar with the change in environment, staff and routines.
- Opportunities are given for Reception staff to share and analyse the Early Learning Goals and general information with the Year 1 teachers so that plans can be made for those children who need greater support on entry to Year 1. This provides the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stage of development on entry to KS1.

### **During the first term in Year 1 (Autumn):**

- Teachers will use the Development Matters document to build upon pupils' learning and ensure the EYFS curriculum is provided for those who have not reached a 'good level of development'.
- Ensure pupils continue to be active learners; particularly during Literacy and Numeracy sessions.

## **Year 6 to secondary school**

Throughout the year and predominately the summer term, teachers will introduce the children to the expectations of secondary school via:

- ensuring children model the school uniform;
- children are punctual and attend school regularly;
- children complete set homework;
- focus on developing independent learning;
- focus on the skills of collaborative learning;
- making the children aware of puberty and personal hygiene;
- PSHE – including peer pressure on drug and sex education;
- Taking responsibility for their learning.

During the summer term:

- Members of staff from prospective secondary schools visit Year 6 to meet the children and discuss their thoughts and concerns ahead of transfer
- The Year 6 teacher liaises with secondary schools to create a profile of assessment data and transition needs for each child
- Identified children (e.g. SEN) receive additional support before and after transition
  - Trips on the bus to their secondary school with one- to- one
  - Meetings between SENCO, parent and prospective secondary school representative
  - A range of days at their perspective secondary school to meet staff members and be introduced to the routines
- The transfer of records to the receiving secondary school takes place
- Year 6 children attend their prospective secondary school for a Transition Day
- Year 6 children engage in transition units in literacy and numeracy

### **Transition through the school**

Throughout the child's time at Conway primary School, smooth transition from class to class will be encouraged by:

- Children encouraged to share good work with teacher of 'next class.'
- Teachers meet in summer term to discuss individual children in new classes.
- One formal morning visit to new class and new teacher in July, 'Moving Up Morning.'
- Class behaviour and expectations set by class teacher immediately in September.

**Approved on behalf of the Governing Body of Conway Primary School**

Signed.....

Date.....

Role.....