

12 - Transition Policy

Nursery to Reception and Reception to KS1

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Chair of Governors: Jayne Dean

Signed:

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**Rational**

At Wooler First School we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Nursery to Reception and Reception to KS1 transition. The policy also facilitates how we meet the legal requirements of Education Acts, National Curriculum and the Early Years Foundation Stage Guidance.

**Aims**

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

**Equal Opportunities and Inclusion**

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including;

* A range of learning styles
* Using pupil’s ideas and motivations as a starting point for learning
* Adjusting the conceptual demand of the task as appropriate for the child.

**Principles that underpin the policy**

The principles that underpin our transition policy are

* Approaches to teaching and learning should be harmonised at the point of transition
* Planning should be based upon assessment information from the previous class/group/setting
* Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
* There should be a professional regard for the information from the previous setting/phase
* Children’s emotional welfare, wellbeing and involvement should be assessed before and after transition.
* Children should enjoy the transition process
* The transition should motivate and challenge children
* Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
* Effective transition takes time, and is a process rather than an event.
* Parents and carers need to feel well informed about and comfortable with all transitions in their child’s life.
* Children, parents/carers and staff need to be involved on an equal basis.
* Transition is about the setting fitting the child, not the child fitting the setting.
* Transitions are not overlooked or left to chance, but thought about and planned in advance.

**Initial preparations**

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into the schools on-going Self Evaluation.

* The Year One teacher spends some time in Reception each term, observing children in their familiar environment and observing practice.
* Time is planned for termly meetings between Reception and Year One for teachers to discuss on going assessment and Profile information. Allocated time also given to nursery practitioners to discuss with Reception Class teacher about assessment.
* Nursery, Reception and Year One teachers and practitioners agree together what needs to be handed on at the end of the year.
* Reception children visit Year One a minimum of once per term. This will be to complete an activity or read a story because of the layout of the Early Years at Wooler First School children from Nursery will meet and see Reception class practitioners on a regular basis. For example when playing in the shared outdoor space.
* Children from reception to Year 4 also take part in whole school learning weeks across the school year. Children are taught in mixed age groups and learn through practical, fun experiences about the subject matter e.g. Guy Fawkes and Bonfire safety in the Autumn term. This is outlined on the curriculum plan.
* Nursery and Reception practitioners plan and facilitate learning in a very similar way that enables all of us to knowthe majority ofthe children in the setting.
* Arrangements are made for passing on information to parents about the transition to Reception and Year 1. A new starters meeting is held at school during the summer term.
* The Reception teacher is given designated time to observe teaching practice in Year One.
* The vast majority of children who attend Nursery move in to Reception. Should children move to Reception from another setting or childcare provider the Reception Class teacher will liaise appropriately.
* Children from Nursery will have many opportunities to experience ‘school life’ by way of dedicated assemblies during the year or singing in special assemblies such Harvest.
* Moderation will also take place in the Summer term with all practitioners.

**Creating an appropriate environment**

* Year One classroom has areas of continuous provision to support and extend children’s independence skills.
* All staff have received training on how to provide a high quality learning environment
* Year One staff have visited reception to see how areas of provision provide support and challenge for children’s current learning so that they can ensure future progress in the way they plan and organise their provision. Reception staff work closely with Nursery staff.
* The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focussed tasks
* Children in Year One have access to an outdoor learning environment to support teaching and learning.

**Building on what children know and understand**

* Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.
* Some of our support staff work in both Reception and the Year One Class to make the children feel more comfortable.
* Children who complete daily interventions will more than likely be working alongside the same member of support staff in Reception and Year 1. This gives a more fluid approach to transition.
* Reception and Year One staff meet to discuss assessment information
* Reception teacher highlight those children who are still working at Foundation Stage level or may need a modified curriculum.
* Year One teachers will use cross phase planning that incorporates both Profile Scale Points and National Curriculum levels.
* Reception and Year One teacher meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year One.
* Teachers meet after the first few weeks in Year One to discuss individual children after the settling in period & moderate judgements made by the reception teacher.
* Throughout the year, Reception and Year One teachers occasionally teach each other’s classes to develop a greater understanding of children’s learning and gain knowledge about the curriculum.

**Partnership with parents**

**At *Wooler First School we encourage parents to be involved by:***

* Inviting parents into school twice a year to discuss the progress of their child.
* Inviting parents to curriculum evenings such as Read Write Inc and Mathematics.
* In Nursery and Reception a half termly newsletter is sent to parents to let them know curriculum news.
* In Nursery and Reception parents are encouraged to use our online Learning Journal (Tapestry) to see what children have been getting up to on a daily basis. Their comments are valued and often used to help inform next steps.
* Parents of Nursery children moving in to Reception are invited to bring their children to two taster sessions towards the end of the Summer term. We also stagger the intake of children (across two weeks) during the Autumn Term in order to make the settling in period as stress free as possible for the children. The youngest or those with SEND will be asked to start first.
* Parents of Nursery children are invited to a welcome meeting before their child starts in Reception. They are given a ‘Welcome to Oak Class’ pack during the meeting, containing key information about our school. They will also be directed to the school website which will have information they may need. During the parent’s meeting the Reception class teacher will outline some ideas about getting your child ready for school. Any parents or guardians unable to attend this meeting are welcome to arrange an alternative time with the teacher. Another important leaflet in the pack is a questionnaire/All about me for new parents to complete. It helps us gain vital information about their child. A very similar meeting is held for parents of children who are starting in Nursery.
* Parents are informed in the Summer time about the class that their child will be in.
* Parents are given the opportunity to meet the Year One staff before September.
* On leaving Nursery and starting Reception parents are asked to give feedback on their child’s time and what we can do to improve our practice and systems of communication. This also happens at the end of reception, before the children move in to Year 1.
* We have an ‘open door’ policy and parents are encouraged to come in to Oak class when they drop their children off each day. This makes the children feel more settled.

**Continuing Professional Development**

* Nursery, Reception and Year One practitioners know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
* Nursery, Reception and Year One practitioners are confident in making assessments through the observation of children.
* Nursery, Reception and Year One practitioners often plan collaboratively checking that continuity and progressions are evident from Reception to Year One.
* Professional development opportunities in relation to transition are evident in the School Improvement Plan.

**Review of the Policy**

This policy has been formally adopted by the governing body.