



Mill Lane Community Primary School & The Windmill Community Nursery

Growing, Thriving, Flying

Transition Policy

Introduction

In this policy 'transition' describes the movement that takes place from one familiar setting (including 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. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Mill Lane Community Primary School.

Aims

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

Equal Opportunities and Inclusion

- Staff, children, parents, governors and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

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 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 / class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time and is a process rather than an event.
- Transitions are not overlooked or left to chance but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

Transition to the Nursery

- Parents are invited to look around the Nursery
- Parents receive an information pack
- Children have 2 visits to Nursery in the term prior to starting
- There is a staggered induction of children over the first week
- Nursery staff are always available before and after school to chat to parents – they are proactive in talking to parents about issues that may arrive with individual children
- If children have been to a previous preschool, records are requested
- If children attend an additional setting, parents sign a form allowing information to be shared between settings
- In term 1 (September) there is a coffee morning to find out how well children have settled and to see how parents can support their child at home

Transition from Nursery to Reception

- Parents are encouraged to look around the school on an individual basis so that they can ask more personalised and individual questions
- Children receive a visit (observation / information sharing) to their previous setting where possible
- A Parent meeting is held in early June to introduce parents to key staff, share important information and to reassure anxious parents
- Learning journeys are transferred to the new Reception Class teacher and the Nursery teacher will liaise with the new teacher
- Parents receive an information pack
- In June children attend a session after school in the Reception class working so that staff can meet and chat with children and parents on a more individual basis
- In July all the children who will be starting in Reception class are invited to attend an hour long session with their new class and staff
- Within the first couple of weeks of children starting in Reception, parents are invited to a coffee morning to find out about how well the children have settled and to ask any questions
- At lunch time the Reception children will eat their lunch in the small hall
- During every lunch time two Year 5 children go to the Reception playground and play with the Reception children. This helps the children know familiar faces when they eventually move up to the 'big playground' when they move on to Year 1
- Reception Class staff are always available before and after school to chat to parents – they are proactive in talking to parents about issues that may arrive with individual children
- In term 6 there are opportunities for the Reception children and Nursery children to play together by unifying the classrooms and garden
- There is an annual transition meeting with feeder schools and there are links with feeder schools / settings for special days / events e.g. Autumn fun on the field, Chinese New Year and Summer fun on the field
- There is a display of staff photos and uniforms of feeder schools

Transition from Reception to Year 1

- Parents and children new to the school visit the school, meet staff and receive an information pack
- In the Summer term, additional opportunities are created for shared play times and activities
- In the Summer term the Reception Class and Year 1 work on a joint transition project together
- In July the Reception children will spend a morning and an afternoon session with their new class teacher in their new classroom
- The Reception children will start to participate in more whole school assemblies in order to become more familiar with sitting in the 'big hall'
- The Year 1 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 methods of teaching and learning
- The Year 1 classroom aims to reflect a similarity to the Reception classroom as it exhibits areas of learning available to the children
- In Year 1 we continue to develop the independent learning skills established in the Foundation Stage

Transition in subsequent years (2 – 6) throughout the school

- In July there are 2 class swap sessions where children spend 2 hours in their new classroom with their new teacher
- Teachers meet in the Summer term to discuss individual needs in their new classes
- Class promises are discussed in the first week

In year admissions from Nursery to Year 6

- Parents and children new to the school visit the school to look round and to meet their new teacher
- Children new to the school are encouraged to spend an afternoon in their new class prior to starting
- Children new to the school will be allocated 'buddies' who will help them become familiar with the school and the daily routine
- Previous setting contacted
- Records from previous setting made available to class teacher and SENCo
- A letter is sent to the previous school requesting any safeguarding or child protection information
- New children are assessed quickly by the class teacher / SENCo

Children leaving from Nursery to Year 6

- All records are passed on promptly
- With Children on the SEND register, information will be shared by phone
- Relevant child protection information is transferred on

Transition to Secondary School

Year 5 pupils are offered the following to begin the process of secondary transition:

- Parents and children are encouraged to attend Open Days and Evenings
- When offered, 'Taster Days' are taken up

Year 6 pupils are offered the following as part of the process of secondary transition

- One day visit to their new secondary school
- Secondary schools hold parent meetings in the Autumn term
- Year 6 teacher attends termly transition meetings with local primary and secondary schools
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school
- Transfer of pupil records to secondary school
- Identified children receive additional support before transition

Policy Reviewed: June 2022

Next Review: June 2025

Signed on behalf of governors:

