



Streetsbrook Infant & Early Years Academy



Transition Policy 2016

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.

Happiness

Developing successful relationships where individuals can build and follow their dreams.

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale.

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INTRODUCTION

At Streetsbrook Infant & Early Years Academy we endeavour to make the points of transition as smooth as possible for children, parents and staff.

This policy statement outlines the nature and management of transition of children from Streetsbrook to other schools, the transition of children from the Early Years Foundation Stage to Key Stage 1, the transition of children from one class to the next and transition from children in Childcare to School.

All staff have been fully involved in the development of this policy. It has been drawn up following discussions with staff from Streetsbrook and Sharmans Cross Junior School.

A copy of the policy is displayed on the school's website and a hard copy is available to members of the school community on request.

The implementation of this policy is the responsibility of all teaching staff and is regularly monitored by the Headteacher.

AIMS OF THE POLICY

The aim of the policy is to ensure a smooth transition between key stages, classes and transfer between Streetsbrook and the child's new school.

We aim to pass on to the child's next teacher exactly what is needed to help them get to know the children as quickly as possible. We try to ensure that the information passed on is relevant and useful.

We aim to develop in each child a positive attitude towards moving to a new class or key stage, and to try to make them feel confident that they are able to succeed when they move on.

ENTITLEMENT

All children at Streetsbrook are entitled to equal access to the activities done in preparation for transition or transfer, regardless of gender, ability, race or religion. It is the responsibility of all who teach the children to ensure that they all have access to the work, visits and general preparation for the transition or transfer.

TRANSITION FROM KS1 TO KS2

Preparing the children

From the beginning of Year 2, children are gradually prepared for their transfer to junior school. In the day to day teaching, the staff try to make the children more independent and ready for Key Stage 2 in that:

- we continue to encourage independent and co-operative learning
- we develop responsibility through tasks undertaken in class and around school
- we encourage thought for others through School and Class Council, playground buddies, lunchtime leaders
- we encourage the children to enter school independently from the spring term

Staff work hard to organise the children into three classes of 20 children. Consideration has to be given to the following:

- Gender
- Ability
- SEND
- EAL

Teachers use their professional judgements as well as taking children's views into account and they are asked to name three children they would like to be with in their new class when they move to Sharmans Cross. We guarantee that each child will be with at least one of the children they have listed.

Transfer of Information

When children leave Streetsbrook at the end of KS1, the following documentation is transferred to the relevant Junior Schools:

- Copies of Annual Reports
- Current English and Maths books
- Data:
 - Tracking forms via SIMS, including SATS results
 - EYFS Baseline Assessments and end of EYFS Profile Results
- Relevant SEND information e.g. PLPs, notes from Reviews
- Relevant Child Protection and safeguarding information
- Relevant medical information

For those children who may leave Streetsbrook before the end of Year 2, e.g. due to moving to a new house, the following information is sent to the receiving school:

- Current English and Maths books
- Current ORT levels
- Copies of Annual Reports
- Data:
 - EYFS Baseline Assessments and end of EYFS Profile Results
 - Current levels of assessment
- Relevant Child Protection and Safeguarding information

Cross Phase Links

To ease the transfer from Streetsbrook to Sharmans Cross, the Heads from both schools have worked hard to develop a programme of 'Cross Phase Links'. This includes a range of activities that the children are involved in to make their transition to Junior school as smooth as possible. Typical activities include:

- Children visit Sharmans Cross to watch performances of plays etc.
- Year 3 children watch the dress rehearsal of the KS1 Christmas Performance
- Completing a 'buddy' questionnaire so staff in Year 3 can link them with an appropriate buddy
- Year 3 children visit Year 2 with the Year 3 staff to talk about their experiences of being in Year 3 and answer any questions from Year 2

- Children visit Sharmans Cross for an Induction Day - they meet their new teachers and spend a day in their new classrooms learning about new routines and expectations
- Children visit Sharmans Cross for a 'Buddy Morning', where activities are specifically planned by staff to enable the Year 2 children to get to know their Year 3 Buddy
- Children start new English and Maths books in the summer term, which continue to be used when they move into Year 3

A range of other activities involving staff are also planned and include:

- Half-termly meetings for Heads to discuss transition issues, share Raise Online information
- Termly meetings for Deputies and English and Maths leaders to discuss curriculum issues, tracking of data including progress of vulnerable groups and moderation activities
- Regular meetings for Year 2/3 staff particularly in the summer term when planning transition activities and transferring information about individual children
- A Year 2/3 teacher swap for a week in the summer term
- Headteacher at Sharmans Cross leads an assembly at Streetsbrook in the summer term

Children with SEND

As well as the activities outlined above, additional activities are planned to support the transition of our children with SEND and any other children we consider to be particularly vulnerable.

The SENCo from Sharmans Cross is invited to attend the summer term SEND reviews of all children transferring from Year 2 to Year 3. This enables the SENCo to have a more thorough understanding of a child's particular needs as well as enabling parents to express and discuss any concerns they may have about their child moving school.

For some children, additional visits are set up to visit Sharmans Cross, so that they can become more familiar with the layout of the school and build a better relationship with staff. Staff from Sharmans Cross also make additional visits to Streetsbrook particularly if they are supporting a child on a 1:1 basis.

A transition book is also made for those children that need it. This includes pictures of their new teacher, their new classroom and other key parts of the school including the hall and playground for example.

TRANSITION WITHIN STREETSbrook

To help with their transition within Streetsbrook, all children visit their new classroom and teacher in July.

Transition between Streetsbrook Childcare and Nursery and Reception

There are a significant number of children in our Nursery who also attend Streetsbrook Childcare. Great care is taken in ensuring the transition between Nursery and Childcare is as smooth as possible especially as the children are so young.

Children who attend either Nursery or Childcare have at least two sessions in their new classroom with their new teacher and any additional staff. Sessions will include a story as well as access to a range of 'typical' activities that enable the children to become familiar with the learning environment.

Children in Nursery are also invited to come to a special transition lunch and this really helps the children to develop an understanding of what happens at lunchtimes. In addition to this, there are a number of special lunches that happen throughout the year and all Nursery children are invited to attend as part of a 'Lunch Club' session offered by Streetsbrook Childcare. This further enhances the children's understanding of the lunchtime experience. For those children attending Streetsbrook Childcare, the lunchtime experience is embedded into their daily routine.

Reception staff endeavour to visit Nursery and Childcare as frequently as possible too, so that the children become familiar with their new teachers.

Staff in Childcare meet with Nursery and Reception staff to discuss each child. This includes sharing information about each child's progress, current assessment levels and any relevant personal information.

All records about the children are passed up to the new Nursery and Reception teachers which includes:

- SEND Information
- Tracking forms, data analysis
- Medical and dietary information

In addition to this very specific transition work, there are regular termly meetings between Nursery staff and Childcare staff to discuss children who attend both settings. This enhances the knowledge and understanding all staff have of each children and effectively feeds into our assessment procedures.

Transition between Reception and Year 1

Children in Reception benefit from spending a whole morning with their new class teacher in their new classroom. Activities are carefully planned so that the staff get to know the children and this often includes a piece of homework to be completed during the summer holidays.

Current Reception Teachers meet with the receiving class teacher to share important information about each child which includes the progress a child has made, end of EYFS assessment data and any relevant personal information. A range of documentation is also sent up to the receiving teacher and this includes:

- A hard copy of the EYFS profile results.
- Guided Reading Folders
- Reading Record Sheets showing all children and which ORT stage they are on

- English & Maths books from 3 children MA, AV, LA
- Summer Term targets
- A list of Reading, Writing, Phonics and Maths Groups
- The group of identified children who should receive ELS Intervention in the Autumn Term.
- SEND/G&T information – including those that have received intervention during the year
- Relevant Child Protection and Safeguarding Information
- A note of children who are left handed

As the children are entering a new phase of education and moving from EYFS to the National Curriculum, a lot of work has been done at Streetsbrook to ensure a smooth transition between the two.

Transition between Year 1 and Year 2

As with transition from Reception to Year 1, children in Year 1 benefit from spending a whole morning with their new class teacher in their new classroom. Specific activities are planned to allow the staff to get to know the children and a piece of homework is set for the children to complete over the summer holidays and then share with their new teachers.

Current Year 1 teachers meet with the receiving class teacher to share important information about each child which includes the progress a child has made, end of Year 1 assessment data and any relevant personal information. As with transition from reception to Year 1, a range of documentation is sent up to the receiving teacher and this includes:

- Print out of SIMS Trackers showing levels
- Guided Reading Folders
- SEND/G&T information
- Reading Record Sheets (each group teacher for next year to have a copy of all three)
- Hard copy of Phonics Tracker
- English & Maths books from 3 children MA, AV, LA
- List of left handed children
- List of children who have received intervention/1-1 reading
- Summer Term Targets that they worked on

Children in Nursery, Reception and Year 1 with SEND

As with transition from Year 2 to Year 3, additional activities are put into place for those children with SEND and those children who are identified as being vulnerable.

New Class Teachers are invited to summer term SEND review meetings, so that they have a greater understanding of the child's needs and this also gives parents an opportunity to share and discuss any concerns they may have.

Transition books are also made as appropriate which include pictures of the child's new teacher and other staff, their new classroom and other things that are important to the child – their coat peg for example. These books are used both in school and at home and have proved to be extremely beneficial in the transition from one year group to another.

Some children are given extra 'jobs' to enable them to visit their new class teacher during the summer term, these often include taking messages to the new teacher.

TRANSITION ARRANGEMENTS FOR CHILDREN STARTING AT STREETBROOK MID-YEAR OR AT THE BEGINNING OF RECEPTION, YEAR 1 OR YEAR 2

Transition at the beginning of the academic year for Reception

There are usually around 15 non-nursery children who join Streetsbrook at the beginning of the academic year in Reception. A successful induction programme has been put into place which effectively supports the transition from their previous setting to Reception.

Children are invited to attend an Induction morning where they have opportunities to meet the staff with whom they will be working. They have opportunities to explore their new learning environment through a range of well-planned and well-resourced activities which take place both indoors and outdoors. Parents are invited to join their children for the first hour before then joining Mrs Minter for an informal discussion about any queries or concerns they may have.

Non-Nursery children are also invited to stay for lunch so they have knowledge of the lunchtime experience. This is usually combined with either the morning or afternoon Nursery children have their lunch and is therefore an opportunity for both children and parents to meet each other.

Transition at the beginning or middle of the academic year for Years 1 and 2 and the middle of the academic year for Reception and Nursery

New children starting at Streetsbrook either at the beginning of the academic year or mid-way through the year, come for a preliminary visit to meet their new school teacher and class. As part of this visit, Mrs Minter or a member of her SLT take the new child as well as their parents on a tour of the school as well as answering any queries the child may have.

On their first few days in school, 'buddies' are chosen to help them find their way round and get used to the routines.

WORKING WITH PARENTS

Staff at Streetsbrook are committed to working with parents. To this end, letters are sent home to parents regarding the transition programmes that are in place for all year groups. Curriculum Evenings are carefully planned in the summer term for new Nursery and Reception parents and in the Autumn Term for Years 1 and 2. Staff ensure that important information is shared regarding the children's learning as well as practical issues including when the children will be swimming and so on. This sometimes takes the form of several workshops and ensures that parents are able to visit their child's new classroom.

Parents also have an additional opportunity to visit their child's new classroom as part of the school's annual Open Day which takes place in July.

Parents of children within Childcare are also kept fully informed of transition arrangements which include visits to the setting and settling-in sessions which involve both the parent(s) and child jointly visiting to enable them to become more familiar with staff and the environment.

School Brochures as well as Childcare's Parent Information Park, can be found on the website and include a range of information including transition.

MONITORING AND EVALUATION

The transfer and transition of children is primarily the responsibility of each class teacher, but it is overseen by the Headteacher and Deputy Headteacher.

The policy is evaluated each year informally when Year 2 teachers meet with the junior school staff, and when the staff are discussing their next intake at the end of the academic year.

It will be formally reviewed again in the Summer Term of 2017.

L Minter
Headteacher