



St Mary's RC Primary Transition Policy

At St Mary's we believe that a high quality early years' experience provides a firm foundation on which to build future academic, social and emotional success. We recognise that the key to this is by ensuring continuity between settings and/ or year groups. We plan our transition process carefully and are continually updating it.

This policy covers transition from:

- Home/other settings to Nursery (FS1)
- Nursery (FS1) to Reception (FS2)
- Reception (FS2) to KS1

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

Statutory Framework for the Early Years Foundation Stage 2014

Rationale

At St Mary's RC Primary School we are committed to Early Years Education. The Early Years Foundation Stage provides the firm foundations upon which all subsequent learning builds. We see each transition as a process that must be well planned for to ensure it is smooth and seamless. We feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding.

Smooth transitions in the early years are vitally important for very young children, it is also important to consider and meet the needs of the pupils and families of the older children when transferring from KS1 to KS2.

Aims

We want our children to experience a smooth emotional and educational 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 transition process and their views and perceptions are sought and valued.

The progress of all children is continuously monitored to quickly identify children who may be underachieving or need specific strategies to support transition. The learning environment, strategies and efficient monitoring of progress enables any barriers to learning to be removed.

Principles that underpin the policy

The principles that underpin the policy are:

- ❖ Approaches to practice, teaching and learning should be harmonised at the point of transition.
- ❖ Planning should be based upon previous assessment information.
- ❖ 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 class
- ❖ 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.

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 Self Evaluation schedule.

Transition to Nursery

- ❖ An initial meeting for parents is held in the January before the children start with us in September. This is an opportunity to initiate relationships and signpost parents.
- ❖ A transition meeting for parents of children is held in the summer term. This is an opportunity for parents to meet staff, find out important information and make an initial visit to the Foundation Stage.
- ❖ Home visits are carried out to any child starting at St Mary's. We find these valuable for parents, children and staff.
- ❖ Parents are asked to share their child's 2 year progress check with us if we have not yet had sight of it.
- ❖ Parents are asked to complete a booklet which includes photographs of the child's family and friends.
- ❖ Parents and staff complete a transition booklet at home visits and at other opportunities.
- ❖ Wherever possible, children entering our nursery are visited in their existing settings. We have good links with the main feeder PVI's in our community.
- ❖ We have a well-established induction to nursery system during which the nursery practitioners gather information from the parents and begin to establish good relationships. The children have two visits to nursery in the summer term. Parents stay for these sessions.
- ❖ A staggered intake of a small number of children each day ensures that the children are given support as they start at St Mary's.

Transition to Reception (New children)

- ❖ An initial meeting for parents of children new to St Mary's (children who have not attended our Nursery) is held in the summer term. This is an opportunity for parents to meet staff, find out important information and make an initial visit to the Foundation Stage.
- ❖ Home visits are carried out to any child starting at St Mary's. (Children who have not attended our Nursery.) We find these valuable for parents, children and staff.
- ❖ Parents are asked to complete a booklet which includes photographs of the child's family and friends.
- ❖ Parents and staff complete a transition booklet at home visits and at other opportunities.
- ❖ Wherever possible, children entering our nursery are visited in their existing settings. We have good links with the main feeder PVI's in our community.
- ❖ We have a well-established induction to Reception system during which the Reception practitioners gather information from the parents and begin to establish good relationships. The children have two visits to Reception in the summer term. Parents stay for the first session and then attend the second one on their own.

Transition to Reception (Children who have attended our Nursery)

- ❖ An initial meeting for parents of children moving from Nursery to Reception is held in the summer term. This is an opportunity for parents to meet staff, find out important information and make a visit to the Foundation Stage and Reception classrooms.
- ❖ Each Reception receiving teacher spends designated time in nursery observing children in their familiar environment, observing practice and establishing relationships with the children.

- ❖ Time is planned for practitioners to meet to discuss on going assessment, progress or personal issues connected with individual children, and information such as end of year attainment.
- ❖ Team meetings are held at points throughout the year between Nursery and Reception practitioners.
- ❖ All lead practitioners and senior leaders meet to agree together what needs to be handed on at the end of the Nursery year.
- ❖ Children visit their next class/setting during the Summer Term.
- ❖ Children have the opportunity to play on the playground and meet lunchtime staff.

Transition to Year 1

- ❖ An initial meeting for parents of children moving from Reception to Year 1 is held in the summer term. This is an opportunity for parents to meet staff, find out important information and make a visit to the Year 1 classrooms, KS1 areas and the KS1 playground.
- ❖ Each Year 1 receiving teacher and teaching assistant spends designated time in Reception observing children in their familiar environment, observing practice and establishing relationships with the children.
- ❖ Time is planned for practitioners to meet to discuss on going assessment, progress or personal issues connected with individual children, and information such as Profile, end of year attainment.
- ❖ Time is planned to share online and paper learning journeys with all staff.
- ❖ Team meetings are held at points throughout the year between Reception and Year 1 practitioners.
- ❖ All lead practitioners and senior leaders meet to agree together what needs to be handed on at the end of the Reception year.
- ❖ Children visit their next class/setting during the Summer Term.
- ❖ Children have the opportunity to play on the playground and meet KS1 and lunchtime staff.
- ❖ Children have the opportunity to attend short assemblies.
- ❖ A shared topic between Year 1 and Reception supports learning. A special bag given to the Reception children to gather objects to share on their return to school in Year 1 supports the children in their transition.

Creating an appropriate environment

- ❖ Each classroom/setting has continuous provision areas appropriate to the age and stage of development of the children attending. This includes Year 1 and 2. The practitioners understand that all children are individuals and each cohort is different. Assessment data and observations are used to ensure the environment is appropriate and stimulating. Throughout the year enhancements are added to the continuous provision according to the needs of the children.
- ❖ All staff have received training on how to provide a high quality learning environment.
- ❖ Lead practitioners visit the previous class/setting 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.
 - As the children develop and mature, the areas of provision are planned for appropriate learning objectives with more challenge. As the children progress into Year 1 more teacher focused tasks are planned for.
 - Children throughout all the classes/settings have access to an outdoor learning environment to support teaching and learning.
- ❖ Building on what children know and understand
 - Lead practitioners meet several times during the Year to discuss and moderate assessment information.
 - Lead practitioners highlight those children who are still working below expected levels of development at transition points.
 - Lead practitioners meet during the first few weeks of each new school year to discuss individual children after the settling in period.
 - Practitioners are provided with opportunities to teach or spend time in each other's classes to develop a greater understanding of children's learning and gain knowledge about the curriculum.

Partnership with parents

At St Mary's RC Primary School we encourage parents and carers to be involved by:

- ❖ Having an open door policy at the start and end of each day.
- ❖ Sharing information through parent information boards, newsletters, text messages, dojo, Tapestry, Target Tracker (Early Years) and the school website
- ❖ Inviting parents to information and curriculum meetings.
- ❖ Holding half-termly drop in events within the Early Years.
- ❖ Holding parent stay and play sessions once a term in the Early Years.
- ❖ Encouraging parents and carers to help in the classroom (reading stories) and during trips.
- ❖ Providing information about transition.
- ❖ Giving clear information about what to expect at each stage of their child's educational journey.
- ❖ Inviting them to meet staff and explore the environments at each transition point.

Continuing professional development (CPD)

In order to ensure smooth transitions the practitioners meet to discuss and learn about each other's roles and responsibilities. The result of this CPD is that:

- ❖ Practitioners know and understand the curriculum and expectations at each stage.
- ❖ Practitioners know and understand how the Early Years Foundation Stage curriculum links to the National Curriculum.
- ❖ Practitioners are confident about making assessments through the observation of children.
- ❖ Practitioners plan collaboratively checking that continuity and progression are evident through each stage.
- ❖ Practitioners attend relevant CPD.

Monitoring and review

- ❖ Children will be asked about their perceptions of transition.
- ❖ Discussions with parents.
- ❖ Discussions with all practitioners involved.
- ❖ Assessment data will be analysed to identify dips in progress at transition.

This policy is monitored by the Early Years Leader and will be reviewed in two years, or earlier if necessary.

Reviewed and updated March 2022