



Joseph Turner Primary School

Transition Policy

Approved by Governors April 2018

Curriculum and Standards Committee

To be reviewed at least every three years

Review Date April 2021

Chair of Governors print J Poxon

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Date 8/5/18

Principles that Underpin the Policy

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous class / setting.
- Styles of teaching and learning should meet the needs of the children and not pre-conceived
- A clear understanding of what is educationally appropriate for the next phase or Key Stage so that children can thrive in their learning.
- There should be a professional regard for the information from the previous setting or phase.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- Staff allocation should give particular attention to the particular needs of the children.
- Parents should be fully involved during transition points.

Transition from Home to School and Nursery to Reception

Learning Environment, Curriculum and Resources

- Play-based learning will be central to the curriculum in EYFS Nursery and Reception and will build upon what the children already know.
- Practitioners will support and extend children's learning and development based on their interests and needs.
- The EYFS environment will be bright, welcoming and personalised.
- Photographs of the Nursery intake will be taken during the play and stay sessions and their first days in class and displayed in the classroom.
- Parents will know the name of their child's Key Person before their child starts Nursery or Reception and will be invited to a Play and Stay session.
- The classroom environment will be supportive but encourage independence—resources will be labelled with words and pictures and/or in clear boxes and easily accessible, children will be given choices about their learning both indoors and outdoors and they will be involved in planning activities.
- Learning Units will account for different learning styles, interests and the individual learning needs of the children in Nursery and Reception.
- The EYFS team will take on-going assessments into account when planning in order to meet the children's individual needs.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.

Assessment

- Formative Assessment - continuous observational assessments by practitioners throughout EYFS, photographs, video, children's work and information from parents. These assessments will inform or guide everyday planning.
- Summative Assessment - a summary of formative assessment over a long period of time, making statements about children's progress. The EYFSP will be completed for every child at the end of Reception and summarises children's progress towards the Early Learning Goals. The EYFSP results will be shared with the Year 1 teacher.
- WellComm Screening will be completed for all new starters in Nursery and Reception and this information will be used to plan interventions as appropriate. Where necessary, referrals to SALT will be made. This information is also passed on to the next teacher.
- Staff in EYFS will make referrals to health visitors (nursery children) or the school nurse (reception children) following discussion with and upon the advice from the SENCO.

Transition from Reception to Year 1

Learning Environment, Curriculum and Resources

- The learning environment in the Year 1 class will reflect as far as possible as that of EYFS.
- In the second half of the Summer Term before children enter Year 1, they will have opportunities to visit and play in the Year 1 areas, slowly introducing them to their new environment.
- The Year 1 teacher will take photographs of Reception children playing in Year 1 in the Summer Term before they move into Year 1 and display them in September to remind the children of the positive experiences they have already had in that classroom.
- The arrangement of the physical space needs to ensure the continuity of experience between EYFS and Year 1.
- Children should initially be provided with a similar morning routine to that in Reception, making transition easier.
- Children will start to attend praise assembly in Reception during the Autumn Term and will be introduced to more assemblies if this is deemed appropriate for the children. In Year 1, children will attend all assemblies.
- In Year 1, the level of adult and child initiated activities will initially reflect that of EYFS. As the children mature, the level of adult led learning will increase.
- Play based learning will continue in Year 1, following a skills based creative curriculum, which will build upon their learning from EYFS.
- Year 1 staff will provide opportunities for active, independent learning through play based activities.
- Resources in Year 1 will show progression from and provide more challenges from those in EYFS. Access to play-based learning activities such as sand, water, construction, small world and role play will initially be continued within Year 1. All resources will be clearly labelled and accessible.
- Set Play will continue in Year 1 (teachers will have opportunities to observe Set Play in Reception in the Summer Term prior to the children moving into Year 1). The Set Play will be developed in Year 1 to ensure there is a key focus that is represented throughout all activities. This will develop into differentiated groups as the teachers gain further knowledge of the children and the pupils become more confident.
- As a school, we expect that Year 1 teachers will adopt this style of teaching and learning for Autumn Term 1. The teachers will then gradually transit during Autumn 2, so that the children are completely ready for adult led learning by the end of their first term in year 1.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.

Assessment

- The Reception teachers will share the results of the EYFSP results with the Year 1 teachers in the Summer Term before they enter Year 1. Each individual EYFSP and Learning Journey will be discussed as will the individual learning needs of each child.
- Formative Assessment is the continuous observational assessments by practitioners throughout the year; photographs, video, children's work and information from parents. These assessments will inform or guide everyday planning.
- Summative Assessment will be a summary of formative assessment and will take place termly, making statements about children's progress and attainment. This will be monitored through termly pupil progress meetings.
- Year 1 teachers will also have access to 'live' tracking data from the school's tracking system.
- Planning, assessment and observation sheet formats used in Year 1 will initially reflect those

used in the EYFS as appropriate.

- Photographs, video evidence and children's work will be used to assess children's progress towards the Early Learning Goals, if not yet reached by the end of Reception.
- Staff in EYFS Reception and Year 1 will make referrals to the school nurse team following discussion with and upon the advice from the SENCO.
- Children who have not achieved 40-60 secure in the EYFS, remain on the EYFS curriculum in Year 1 until they are secure in the 40-60 band and have completed the EYFS curriculum.
- In September, new class teachers have to complete a baseline assessment proforma to look at the attainment and progress of their class. This will be used by the class teacher in the Christmas Pupil Progress meeting to show the impact of their teaching and the progress of the pupils

Transition from Year 1 to Year 2

Learning Environment, Curriculum and Resources

- The shared learning environment in Year 1 will be accessed by pupils in Year 2 as appropriate.
- Creative teaching and learning experiences will be planned to engage and motivate children.
- Children in Key Stage 1 share playtimes and assemblies with each other, teachers and support staff across the key stage.
- In July, every child spends two days with their new class teacher. This ensures that routines and expectations are set in their new learning environment.
- Shared games and activities will be provided for children in Key Stage One to play with during some playtimes and the Year 2 teachers will plan to use the outdoor environment for teaching and learning.
- Practical activities and resources will continue to be integral to supporting children's developing learning needs.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.

Assessment

- End of Year Expectations and assessments from the school's assessment tracker are shared with the new teacher, along with learning evidence from the children's books in the Summer Term via professional meetings.
- Photographs and practical activities will still be used in Year 2 where necessary to assess children's learning and progress.
- SEND data is shared in the form of action plans and SEND assessments.
- Key workers and support assistants are available in transition meetings and pass on key information.
- Summative Assessment will be a summary of formative assessment and will take place termly, making statements about children's progress and attainment. This will be monitored through termly pupil progress meetings.
- Formative Assessment is the continuous observational assessments by practitioners throughout the year; photographs, video, children's work and information from parents. These assessments will inform or guide everyday planning.
- In September, new class teachers have to complete a baseline assessment proforma to look at the attainment and progress of their class. This will be used by the class teacher in the Christmas Pupil Progress meeting to show the impact of their teaching and the progress of the pupils.

Transition in Key Stage 2

Learning Environment, Curriculum and Resources

- Towards the end of Summer Term, children in Year 2 will have several playtime sessions in the Key Stage Two playground.
- Classroom displays will be consistent across Key Stage One and Key Stage Two, with display boards using the same key colours.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.
- In July, every child spends two days with their new class teacher. This ensures that routines and expectations are set in their new learning environment.
- Teachers will ensure that pupils experience a range of learning experiences to suit the individual needs of each child.
- Phase leaders conduct assemblies in their key phases with their children to ensure that expectations are consistent.
- Pupils who require or would benefit from an extended transition phase, embark on a bespoke programme that is individually tailored to the needs of the pupil.
- Class assemblies are conducted by teachers to address any issues or worries that the children may have to do with transition to a new class.
- Teachers in Year 6 teach key lessons in Year 5 to gain important assessment information and to build relationships.

Assessment

- End of Year Expectations and assessments from the school's assessment tracker are shared with the new teacher, along with learning evidence from the children's books in the Summer Term via professional meetings.
- Photographs and practical activities will still be used in Year 2 where necessary to assess children's learning and progress.
- SEND data is shared in the form of action plans and SEND assessments.
- Key workers and support assistants are available in transition meetings and pass on key information.
- Summative Assessment will be a summary of formative assessment and will take place termly, making statements about children's progress and attainment. This will be monitored through termly pupil progress meetings.
- Formative Assessment is the continuous observational assessments by practitioners throughout the year; photographs, video, children's work and information from parents. These assessments will inform or guide everyday planning.
- In September, new class teachers have to complete a baseline assessment proforma to look at the attainment and progress of their class. This will be used by the class teacher in the Christmas Pupil Progress meeting to show the impact of their teaching and the progress of the pupils.

Transition in from Key Stage 2 to Key Stage 3.

- Throughout the Spring and Summer term, individual schools contact Joseph Turner about key information for transferring pupils.
- Teachers liaise individually with schools by filling in required paperwork pertinent to the specific school. If meetings are requested, we will accommodate this request.
- With our main feeder schools, Heads of Transition and Heads of Years contact Joseph Turner about discussing transferring pupils.
- Meetings are set up where each pupil is discussed with their class teacher, new school representative and a member of SLT. The SENCO is also available when discussing pupils with special educational needs.
- Pupils attend transition days (at least 2 days, some schools have 3) where they will attend their new school. Pupils attend their new school in their current school's uniform.
- Pupils who require or would benefit from an extended transition phase, embark on a bespoke programme that is individually tailored to the needs of the pupil. This may consist of extra days, twilight sessions or visits with members of staff from Joseph Turner.

Transferring Assessment and Key information from Key Stage 2 to Key Stage 3

- Year 6 teachers fill in The Transition Pathway Matrix that is transferred to High Schools on transition morning in July via encrypted memory transfer.
- Assessment information about each child will be shared on the matrix, as well as other key information on behaviour and any child protection issues.
- Teacher assessments are passed on to their new schools on whether the pupil is expected to meet national expectations or not in Reading, Writing, SPaG and Maths
- On transition morning, all SEND paperwork is photocopied and presented to the pupil's new school in accordance with the SEND Code of Practice. There are also further opportunities to discuss any issues that have arisen since the first transition meeting.
- Three pieces of independent work are also provided for English, Maths, Reading and Science to showcase the investigative skills, the levels of independence and writing ability of the pupils.
- Teacher's in Year 6 are responsible for ensuring that there is a "worry box" in Year 6 so children can have the opportunity to share and discuss their concerns with the Year 6 teacher.

Parents and Transition at Joseph Turner Primary.

We want to ensure that both children and parents are actively involved in the process and their perceptions about transition are explored and valued. Parent involvement is integral in aiding a smooth transition. In order to make transition purposeful and advantageous, we involve parents in the process. Here are expectations for the key transitional points in school.

Home to Nursery and Reception

- School holds induction meetings for all parents for children joining in Nursery and Reception. This is when parents are invited into school to meet their child's key worker/family group teacher.
- Provide parents with an EYFS induction pack and a school prospectus which goes into great depth the fundamentals and also the ethos in EYFS.
- A full tour of the EYFS learning areas.
- Invite parents and children to meet the Early Years Foundation Stage (EYFS) team in the setting at the start of the academic year as a further 'met and greet' session.
- As required, arrange for EYFS staff to visit children at home at the start of the academic year.
- We have 'stay and play' sessions when children first start. This is where parent are invited to come into school for an hour to stay and place with their children in the school setting.
- Keep parents informed about their child's progress with set parent's meetings.

Reception to Year 1

- Ensure that parents are kept informed about their child's progress and meet with parents to discuss the changes that will occur and what they can do to help their child with the transition into Reception.
- Invite parents in for a 'meet and greet' parent's session in the Autumn term
- Provide parents with an information booklet regarding the transition from Reception to Year 1.

Year 1 to Year 2

We will:

- Provide an opportunity for parents to meet and greet the Year 1 teacher and then share play activities with their child in their new learning environment.
- Keep parents involved on any changes in Transition

Transition in Key Stage 2 and other years within Key Stage 2

We will:

- Offer a 'Meet and Greet' session for parents with their child's new class teacher at the start of the academic year.
- Provide opportunities for parents to meet with their child's current teachers to discuss their child's progress and answer any questions they may have about transition.
- Involve parents in any decisions or changes to Transition

Transition from Key Stage 2 to Key Stage 3

- Offer assistance in supporting parents in filling in any paperwork/web applications or queries to do with transition.
- Liaise with parents to ensure that they are aware of Transition day expectations as and when we receive them from our secondary colleagues.
- Signpost parents to school open evenings when we get information from our secondary colleagues.

