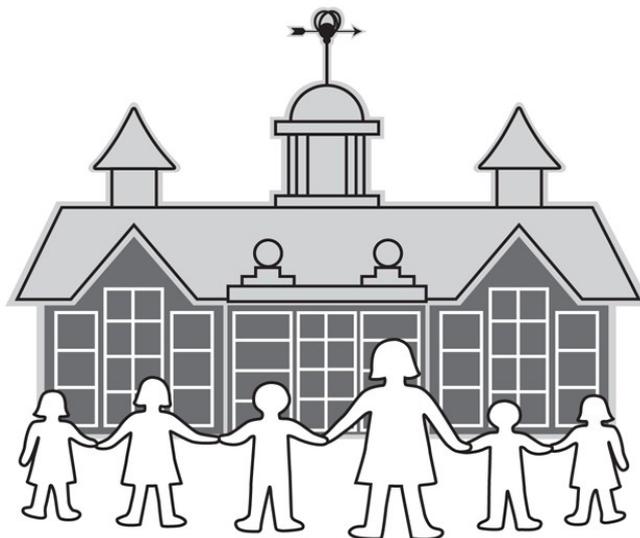


North Ealing Primary School



Transition Policy

Committee with oversight for this policy – Curriculum	
Policy to be approved by the Curriculum Committee	
Policy last reviewed by the Curriculum Committee	Autumn 2016
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	Autumn 2019

North Ealing Primary School Transition Policy

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Statement of Intent

At North Ealing Primary School we recognise that the key transition points across the school can be stressful and disruptive for a child. It is our intention to make this experience positive for every child.

Aims

We endeavour to provide our children with smooth transitions through their primary school years. We endeavour to ensure that, as they progress, our children have a clear understanding of the new expectations.

We ensure that the pace, variety and quality of learning and social experiences are consistent through potentially unsettling transition periods so that children can continue to make good all round progress.

Inclusion

We provide equality of opportunity and inclusion by:-

- Providing children with opportunities to share their thoughts regarding transition (Summer Term);
- Ensuring continuity of learning styles between year groups in order to engage all learners;
- Ensuring that expectations for Behaviour for learning are consistent across the school;
- Ensuring that the Learning Values are applied consistently across the school;
- Ensuring that Personal and Social Records, SEN records, A & T records and EAL records are passed on and discussed with the new year group teachers.

Entry to Nursery

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school:-

- School tours are offered to any parent considering sending their child to North Ealing
- School Welcome Pack given to all parents.
- Parents of prospective children are invited to a welcome meeting, prior to starting, to become familiar with the school and settling in procedures

- Prospective children visit the nursery with their parents/carers, before they start, to become familiar with their new setting
- Home visits, where appropriate, are undertaken by Teacher and EYP, prior to child starting
- Staff visit local pre-schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings
- Staggered induction of children to ensure child's key worker can spend time with them, developing routines, settling in etc.

From Nursery to Reception

In order to make the transition to full time school as smooth as possible the following are considered;

- A Welcome Meeting for all new Reception parents is held in the Summer term
- For NES nursery pupils, Nursery and Reception staff meet together for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets.
- Nursery children – arranged visits to reception class and teacher/support staff.
- For pupils new to NES, there is an exchange of information – School Welcome Pack, Admission form and any prior nursery records
- All children entering Reception are invited to a 'taster' session with their parents and carers in the Summer Term.
- Home visits, where appropriate, are undertaken by Teacher and EYP, prior to child starting,
- Pupils attend for a half day's session during their first week of school
- Teachers and EYPs accompany children to the dining hall and help forge relationships between the children and lunchtime supervisors
- A weekly 'Soft Finish' enables children to share their learning environment with their parent/carer and younger siblings.

Reception to Year 1 (Key Stage 1)

At the end of Reception:-

- Increased attendance at Key Stage 1 assemblies, across the year from the Spring term
- Reception children have opportunities to use the Year 1 playground during the Summer term, to help familiarise them with the environment.
- Transition meetings between Reception and Year 1 staff are held in the summer term. All EYFS assessment results are passed up. Classroom Monitor is used to provide evidence of the previous year's progress and attainment. Phonics tracking is shared with Year 1 staff.
- Pupil Progress meetings are held at the end of Summer Term between Reception teacher, Deputy and SENCO to ensure provision is adapted accordingly.
- All children visit new classes and work alongside new teachers on 'Meet the Teacher Day' in the Summer term.

At the beginning of Year 1:-

- Year 1 teachers use the Early Years Foundation Stage guidance to inform their teaching for some children (Summer born, SEN, EAL, etc).
- Opportunities in the first half term for child initiated learning, both inside and outside the classroom.
- Phonics groups, the pupils continue in their phonics groups from the previous year. This enables them to settle in to the expectations of the new year group and enables the staff to monitor and assess this progress. The pupils are reassessed before Autumn half term and the phonics groups are realigned to match the new assessments.
- Targets in reading writing and maths are continued over from July to September and should be in the front of the English, Maths, topic and homework books/files at the beginning of the Autumn term

Transition in subsequent years throughout the school

- Children encouraged to share good work with teacher of 'next class'.
- All children visit new classes and work alongside new teachers on 'Meet the Teacher Day' in the Summer term.
- Y2 children share a playground with the lower junior department during their final year in KS1 – thus keeping some of the routines the same across the phases e.g. lining up for & walking to the lunch hall, toilets , medical room etc.
- Y3 pupils share their experience of transition with the upcoming Y2's.

- Y3 pupils have a class 'carpet' similar to KS1 which is situated by the IWB.
- Pupil progress meetings are held 5/6 times across the school year. The attainment and progress of all pupils is tracked and monitored. This information is passed on in the transition meetings.
- Transition meetings are held in the second half of the Summer term. Teachers meet formally to discuss individual pupil's attainment, progress and targets as they move year group.
- Targets in reading, writing and numeracy are continued over from July to September and should be in the front of the English, maths and homework books/files at the beginning of the Autumn term.
- Classroom Monitor is used to provide evidence of previous years' progress and attainment.
- Pupil voice is used to ensure the children's concerns are addressed.
- P2B is available for any children who wish to talk about their concerns.

Staff:-

- Follow the school Behaviour, English and Maths policies to ensure consistency of approach across the school
- Participate in pupil progress meetings at the end of the summer term to ensure that all pupil data is ready for a smooth start to the autumn term
- Meet together for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets. (Summer Term).
- SEN and support staff feedback on progress and development of target pupils.
- Share support staff across year groups/phases to aid continuity.
- Ensure, wherever possible, that there is a targeted use of support staff to aid the transition process, and maintain academic progress.

Transition from Primary (KS2) to High School (KS3)

- Pupils attend the common induction day organised by Ealing for all pupils transferring to the local state High Schools – this helps them to become familiar with their new surroundings. Induction days are also available from 'out of borough' schools and private schools.
- Tutors from the high schools visit to meet formally with the Year 6 teachers and to meet the pupils.
- In school workshops organised by some High Schools for all pupils.
- Identified pupils (SEN, PPG) receive additional support before and after transition.
- Pastoral support for pupils also available through P2B.
- Transition work undertaken in the second part of the summer term.
- Transfer of records to High Schools.

Impact

A smooth transition period will enable the pupils to have a clear understanding of expectations, to continue to make good all round progress and to settle happily into their new environment.

Assessment

- Exercise books will continue with the pupils up to the next year group (with the exception of when pupils change to a new Key Stage or the change in the size of the squares in Y3/4 maths)
- Targets for the Autumn term will be set at the end of the summer term by the previous teacher, using both formative and summative teacher assessments, and will be stuck in the pupil books.
- Maths groups, at the beginning of the academic year the pupils continue in their maths groups from the previous year. This enables them to settle into the expectations of the new year group and enables the teachers to monitor and assess this process. The pupils are reassessed in Week 5 of the autumn term and the maths groups are realigned to match the new assessments.
- Careful tracking will be maintained in order to ensure continued academic progress during the transition period and beyond through Pupil Progress meetings. The Pupil Progress meeting at the end of the summer term is specifically to inform transition. Teachers will meet to moderate samples of work as part of the whole school moderation process
- The school 'pink & green' marking policy provides continuity as it is used across the school

Monitoring and Implementation

The Phase leaders work with their teams to ensure that the Transition Policy is being implemented. The Phases meet towards the end of the Autumn Term to review the transition and settling-in period.

Policies Drawn On:-

Assessment

Behaviour for Learning

Equal Opportunities

EYFS

Inclusion

Marking Policy

Special Educational Needs

Teaching & Learning