

Transition Policy

Date	Review Date	Coordinator	Chair of Governors
May 2021	May 2024	Mrs Reay - Headteacher Miss Chuter	Ms Winton

At Clipstone Brook Lower School we endeavour to ensure a smooth transition for pupils between each phase: pre-school and/or Nursery and the Reception class, EYFS, Key Stage 1, Key Stage 2 and on to middle school. Pupils and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life.

We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition.

Principles that underpin this Policy

- Approaches to learning and teaching should be harmonised to ensure effective transition through each of the phases.
- Styles of learning and teaching should meet the needs of the pupils.
- Development Matters should be valued as an effective assessment tool, used to inform planning during the Autumn Term of Year 1 and to ensure that there is a gradual implementation of a more formal Key Stage One curriculum, but we also recognise the need to begin preparing our pupils for the change during the Summer Term in the Reception Year.
- Pupils should enjoy the new challenges and approaches to learning in the next Key Stage.
- Transition should motivate and challenge pupils.
- Successful transition is the result of effective communication and a planned induction.

Aims of Pre-school to EYFS Foundation Stage Transition

- To provide a smooth transfer from home or pre-school to Nursery and/or from Pre-school or Nursery to Reception for both pupils and their parents/carers
- To ensure that the children's emotional well-being is a priority
- To ensure good communication between staff, parents and pupils
- To raise parents' awareness of school routines and how to support their child at school
- To provide a smooth and positive transition between Reception and Key Stage 1 and to ensure that the EYFS assessment information is effectively communicated.

Implementation

Parents and children are given opportunities to meet virtually or visit the school prior to applying for school places in the following academic term. Parents/carers can register their children immediately or at a time convenient to them. A parents'/carers' information meeting is arranged in the Summer Term prior to the child starting the School. The EYFS is introduced as well as practical information such as school times and how parents/carers can

help their child to settle in the school as quickly as possible. During the Summer Term the EYFS Leader communicates with all feeder nurseries to discuss the children arriving in September. Their needs and any other concerns are discussed. Where possible, the EYFS teachers and TAs arrange visits to the nursery settings. During the Summer Term new pupils and parents are invited to two 'stay and play' sessions. The SENCO liaises with agencies within the Local Authority in order to discuss any children with special needs and how the school can meet their needs. It is expected that all pre- schools will provide information relating to SEND and Child Protection and ensure that this information is shared with the school as a matter of priority. Children start school in the Autumn Term on a staggered basis, staying for the morning for week one and full time from week two. Individual needs are considered and some children attend for a shorter period of time if they find the sessions too long. The school abides by the New Admissions Code- see Admissions Code document.

Aims of EYFS to Key Stage 1 Transition

- To ensure children are school ready.
- To ensure that pupils experience a smooth transition from EYFS to Key Stage One.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and pupils about the transition process to Year 1. During the Summer Term pupils visit the Year 1 classroom and take part in activities with their new teacher as part of whole school transition plans.

Throughout the first half of the Autumn Term the Year 1 teacher continues to use the EYFS curriculum alongside the Key Stage 1 curriculum to ensure that where relevant they adopt similar routines, expectations and activities as in the EYFS class to enable the pupils who have not achieved their early learning goals to continue to do so. Importantly there continues to be opportunities for active child-initiated learning through planned play where needed; particularly during the first few weeks in Year 1. It is important to emphasise that the requirement to move into using the Key Stage 1 curriculum and teaching approaches must be worked towards with pace for the majority of pupils. As part of the transition to KS1 information relating to which children achieved the Early Learning Goals will be shared with Year 1 teachers and the pupil's learning profiles.

Aims of Key Stage 1 to Key Stage 2 Transition

- To ensure that pupils experience a smooth transition from Key Stage One and Key Stage 2
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- Where appropriate, to inform parents and pupils about the transition process.

Implementation

As pupils move from Year 2 to Year 3 they often find it challenging to get used to the pace of work, expectations for home learning, personal organisation and responsibility associated with becoming a Key Stage 2 pupil. To make the transition easier, pupils will have opportunities in the Summer term to meet their new teacher and spend some time in their new classroom discussing how they wish their new class to run. It is very much a chance for pupils and teachers to work together to plan for the new school year. The session aims to excite pupils about the challenges ahead and the excitement of moving on the learning journey. During these times pupils can also ask questions to put them at ease before the summer break. Year 3 teachers meet with and moderate with Year 2 teachers to ensure consistent understanding of Age- Related Expectations. This also ensures Year 3 staff are able to take the learning forward as appropriate for the children.

Year 4 to Year 5 Middle School Transition

Research indicates that the transition is a significant and stressful time for pupils and their parents. Pupils have to adjust to the changes involved in moving from a Lower School to a Middle School. Parents are naturally anxious about their child's ability to cope with change. Most pupils adjust well to their new situation, but some struggle to cope. For some, the transition can have a negative impact on their learning and social and emotional wellbeing. Therefore, it is essential to work collaboratively to ensure that all pupils benefit from a successful transition. Sharing information between schools is an important part of this process. A positive experience of transition creates benefits for pupils such as increased confidence and improved learning outcomes. It also reduces anxiety for pupils and parents.

Some of the challenges faced by pupils making the transition;

- From being the oldest in their school to being the youngest in the Middle school;
- Getting to know a larger range of pupils from different backgrounds and traditions;
- Having to move around the school to different classrooms for different subjects;
- To subjects being departmentalised, how these are timetabled and how different teachers teach them;
- To being grouped in classes for different subjects, often streamed according to ability;
- To a different pastoral system and pastoral support.

Aims of Transition

We aim for each pupil's transition to

- Meet the needs of individuals and enabling them to develop fully engage e.g. by offering additional transition days to children who may need extra support to make a successful transition.
- Support pupils to develop the confidence, understanding and skills they need to become increasingly independent learners e.g. enable the children to participate in inter-school activities where possible.
- Establish and develop an effective communication network and clear channels of communication e.g. close liaison with Middle Schools
- Create, maintain and develop systems and structures that support links, partnerships and sustained collaboration between schools.

- Share and use assessment and other information to plan progression as part of Local Community School Network Group in order to meet their new pupils and by completing all supplementary assessment documentation as necessary
- Support collaboration between teachers from schools to share best practice and expertise.

This policy will be reviewed as part of a three-year cycle.

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