

Transition policy



Aim high and shine

John T. Rice Infant and Nursery school

Reviewed Spring 2024

Introduction

The Governing Body of John T. Rice Infant School is fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond the school. It is our school's aim to ensure each child receives the care and guidance and support needed to them as an individual at all times but especially at points of transition.

Aims of This Policy:

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time for children. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. It is therefore the aims of this policy to:

- ☐ Promote the smooth transition of children at the start of each new setting.
- ☐ Prevent and alleviate stress.
- ☐ Promote continuity of teaching and learning.

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age, appropriate with the child
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child.
- Other relevant information e.g. safeguarding, special educational needs, looked after child etc. (all compliant with Data Protection Act.) will be shared on a 'need to know' basis.

Upon Entry to Foundation Stage (either at F1 or F2):

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

- ☐ Parents/ carers of children new to the school are invited either on a 1:1 basis or small group to meet the HT, look around the school and meet the class staff.

Parents/carers of new children starting are invited to a stay and play session where they can meet the teacher/ head teacher and begin to meet friends and look at the setting in more detail. Parents/ carers will stay with their child at this session.

- ☐ Information pack given to parents.

- ☐ Children joining FS1 are offered a visit day with their parent and then a short visit where they have the chance to get to know the nursery. Parents stay on site and collect after around an hour.

Children joining FS2 who are new to the setting, will visit with their parent on a 1:1 basis or small group and then will start when the cohort start at the start of the year.

- Staggered starting dates of children to ensure that key team members can spend time with them developing routines, settling in etc.(F1 only)
- Video from nursery staff to all of the children showing them the classroom and outdoor areas and introducing themselves. This is sent before the summer holidays.

F1 to F2 within the Foundation Stage

- Close links between Foundation staff – meeting to exchange information/ FS records.
- Teddy bear and link book given to all F1 children at the end of the summer and asked to bring back after the summer holidays to share with class mates.

Autumn term – week 1 in FS2	
Day 1	Morning session 8:40am – 11:30am
Day 2	Morning session 8:40am – 11:30am
Day 3	Morning session and stay for lunch 8:40am – 12:15pm
Day 4 onwards	Whole day 8:40am – 3:15pm

- Throughout the Foundation Stage children mix during play-based learning outdoors.
- Children in our Nursery setting start to attend one assembly a week in the second half of the summer term, so they are familiar with the school hall.
- Children in our Nursery setting visit other classes for story time during the second half of the summer term.
- Video sent to all the children from each class teacher introducing the classroom environment etc.

Foundation Stage 2 to Key Stage 1

We recognise that for some children this stage of transfer can be more problematic so we aim for a smooth transition. We have looked at several areas; familiarisation, approaches to teaching and learning and transfer of information.

Familiarisation:

- F2 children attend whole school assemblies (Twice a week).
- Lunchtime playtime with Key Stage 1 children.
- Story Swap sessions (weekly) where children visit other classrooms / teachers for a story at the end of the day
- KS1 teacher(s) to spend time in summer term with Foundation children
- Visits to KS1 classes in July.

Approaches to Teaching and Learning:

- Awareness that some summer born pupils have had less time in Foundation and that the Yr 1 teacher uses the Foundation Stage Curriculum to inform their teaching for these and possibly others (SEN, EAL, etc).
- Opportunities for some child initiated play.
- Opportunities for role play areas.
- Continued use of kinaesthetic teaching.

- Rainbow challenges continue in Y1.

Transfer of Information:

- ☐ Year 1 teacher(s) made fully aware of Foundation Stage Profile outcomes. These passed onto Yr 1 teacher(s) in summer term.
- ☐ Phonics Phase record sheet passed on.
- ☐ Children that may need additional help are highlighted.

Class to Class (KS1)

Throughout the child's time at John T. Rice School, smooth transition from class to class will be encouraged by:

- ☐ Joint KS1 planning to ensure consistency across classes.
- ☐ Story Swap sessions (weekly) where children visit other classrooms / teachers for a story at the end of the day
- ☐ Teachers meet in summer term to discuss individual children.
- ☐ Visits to new classes in July.
- ☐ Receiving teacher visit class for short spells in summer term
- ☐ Transfer of records & summative assessments.
 - Video sent to all the children from each class teacher introducing the classroom environment etc.

KS1 to Newlands Junior School

- Year2 children are paired with a Year3 buddy, meeting firstly at JTR and then again at Newlands Junior School on the first visit day.
- Visits to Newlands Junior School (2 or 3 visits in June/July)
- Meeting at Newlands Junior School for parents and children to familiarise both with the new school.
- Meeting between the Year 2 teacher(s) and the Year 3 teacher(s) of Newlands Junior School.
- Year 2 teacher completes a profile for each child to pass onto Newlands Junior School.
- Identified children (SEN) receive additional support before and after transition (Meeting between SENCOs of both schools or additional visits)
- Transfer of records to Newlands Junior School.
- Y3 teachers visit the children in their class in the summer term and are invited to the end of year performance.

Equal Opportunities

We recognise that for some children transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those requiring special attention/support, whatever their race, gender, religion or beliefs, at an early stage and the receiving teacher made aware of this.