



Broad Heath Primary School

Year R-1 Transition Policy

Introduction

Excellence and enjoyment discusses broadening and increasing the creativity within Key Stage One to meet the needs of young children. Extending the Foundation Stage curriculum into Key Stage One would address the advice given in this guidance, as well as meeting the needs of younger children as they progress through their learning.

In this policy, 'Transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next.

Rationale

At Broad Heath School we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress which is carefully monitored.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including:

- A range of learning styles to suit the different needs of the children.
- Using pupil's ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition
- Planning should be based upon assessment information from the previous class/group/setting and data analysis in English and Maths.
- 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 setting/phase.

- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process and it should motivate and challenge them. Effective transition takes time, and should be 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:

- Year 1 teachers will spend some designated time in Reception observing children in their familiar environment and observing practice.
- Time is planned for meetings between Reception and Year 1 for teachers to discuss on going assessment and Profile information.
- Reception, Year 1 teachers and the Head teacher/SLT agree together what needs to be handed on at the end of the year.
- Reception children visit Year 1 in a series of transition Stay and Play afternoons.
- Arrangements are made for passing on information to parents about the transition to Year 1 through a transition meeting and booklet. Parents are also invited to attend the transition Stay and Play sessions.
- Reception parents will have the opportunity to meet the Year 1 teacher/support staff (where practicable) and explore the Year 1 environment through the Stay and Play sessions.

Creating an appropriate environment

- Year 1 classroom has areas of continuous provision to support and extend children's independence skills.
- All staff have received training on how to provide a high quality learning environment.
- Year 1 staff have visited reception 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.
- The areas of provision in Year 1 are planned for appropriate learning objectives with more challenge and teacher focussed tasks
- Children in Year 1 have access to an outdoor learning environment to support teaching and learning.

Building on what children know and understand

- Areas of provision are planned for Year 1, similar to those in Reception, but with appropriate challenge and adult directed activities this will become more formal as the year progresses.
- Reception and Year 1 staff will meet to discuss assessment information and needs of particular children who may have special educational needs.

- Reception teachers highlight those children who are still working at Foundation Stage level or may need a modified curriculum.
- Year 1 teachers will use cross phase planning that incorporates both Profile Scale Points and National Curriculum levels where this is needed.
- Reception and Year 1 teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year 1.

Partnership with parents

At Broad Heath School *we encourage parents to be involved by:*

- Inviting parents into school 3 times a year or as and when required to discuss the progress of their child at parent consultation meetings.
- Inviting parents into school in the Summer term to discuss the annual report.
- Inviting parents to curriculum meetings and Stay and Play sessions.
- Homework folders which include paperwork to inform parents of curriculum coverage and school based targets.
- Information relevant to parents is posted on the school blog.
- Newsletter is sent out monthly,
- Parents are given clear information about what to expect in Year One through a transition booklet and meeting.
- Staff, are available at the beginning and end of the day to address any issues regarding their child settling into Year 1.

Continuing Professional Development

- Reception and Year 1 teachers know what the Early Years Foundation Stage Profile contains and how to interpret the scale points.
- Reception and Year 1 teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- The EYFS profile is used to help Year 1 teachers plan an effectively to ensure that they meet the needs of all children.
- Reception and Year 1 teachers are confident in making assessments through the observations of children.
- The EYFS Leader monitors plans from Year R and 1 in the Autumn term, checking that continuity and progressions are evident from Reception to Year One.