

# Richmond Hill Primary Academy



## Transition Policy

Date	14/09/2019
Written by	Karen O'Keeffe
Adopted by MAT Board	
Adopted by LGB	10/09/2017
Review Date	October 2021
Version	2

## Policy Monitoring

### Development, Monitoring and Review of this Policy

This transition policy has been developed by a working group made up of:

Position	Name(s)
<i>Head of Lower Phase</i>	Karen O’Keeffe
<i>Principal</i>	Debbie Secker
<i>Teachers</i>	Mel Robinson
<i>Directors</i>	M Latham

### Schedule for Review

This Transition policy was approved by the <i>Governing Body</i>	<i>July 2017</i>
The implementation of this Transition policy will be monitored by	Senior Leadership Team <i>Head of Lower Phase Emily Johnson</i>
Monitoring will take place at regular intervals:	<i>When updates occur</i>
The Transition policy will be reviewed <i>annually</i> , or more regularly in the light of any significant new developments	<i>October 2021</i>

# Our School Policy for Transition

## Defining the Terms

Transition is a term that can be applied to any event that results in significant change. It is a process that marks progress through life. In relation to this policy transition centres on strategies to support pupils to make successful transfer from pre-school settings to school; from year group to year group and from one Key Stage to another. For the purposes of this policy the definition of a successful transition will enable children to:

- ☐ develop new friendships
- ☐ settle well into school life
- ☐ show an interest in school
- ☐ be familiar with routines and organisation
- ☐ experience continued curriculum progress

An excellent transition process is vital to ensure effective continuity and progression for children at all ages.

## Aims for Policy

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. We recognise that pupils are vulnerable at stages of transition and so we implement a range of strategies and activities to ensure a smooth and happy transition. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

## Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

## Principles That Underpin the Policy

- ☐ Approaches to teaching and learning are harmonised at the point of transition.
- ☐ Planning is based upon assessment information from the previous class/setting.
- ☐ Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/Key stage.
- ☐ There is a professional regard for the information from the previous setting/phase.
- ☐ Children are able to enjoy new approaches at transition.
- ☐ Transition motivates and challenges children.
- ☐ Staff allocation gives particular attention to the particular needs of the children.

## Transition from Pre-School Settings/Home to the Reception/Early Years Foundation Stage

- ☐ RHPA is keen to develop links with other providers. Teaching staff are given the opportunity to visit children in their pre-school settings in order to spend time with them in their familiar environment. This also enables our staff to discuss relevant transfer information.
- ☐ Individual tours offered to all incoming parents and children.
- ☐ Parents receive an 'information pack' with information about the school at a 'Meet the Teacher' meeting during the summer term prior to their child starting school.
- ☐ Prospective Nursery children visit school for three visits in the style of 'drop ins', during the term before they start, to become familiar with their new school and setting.
- ☐ **Prospective Reception children visit school for one full teaching week, during the term before they start, to become familiar with their new school and setting.**
- ☐ Through observations a base line record is completed within the first few weeks of entry to the Reception Class. This will also highlight the needs for any early intervention.
- ☐ A meeting for parents is held during the Autumn Term.

- ☐ The Reception staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arrive with individual children.
- ☐ A 'Learning Journal' is kept for each child during their Reception Year. This is shared with parents each term so that they are kept informed of their child's progress.

**RHPA policy for transitions are based on the following considerations:**

'At its best the management of transition from Year R to Year 1 should be part of a broader whole school approach to achieving good curricular continuity and progression in pupils' learning.'

(Transition from Reception Year to Year 1 - An evaluation by HMI –Ofsted 2004)

Two of the main points of action from this report are as follows:

- ☐ 'Schools...should ensure that learning experiences in Year 1 build upon the practical approaches and structured play in Year R.'
- ☐ Schools should...'involve subject co-ordinators and co-ordinators for special educational needs in planning for curricular continuity from the Foundation Stage to Key Stage 1.'

In March 2005 A Study of the Transition from the Foundation Stage to Key Stage 1 was carried out by the National Foundation for Educational Research (NFER). The report made some of the following recommendations to schools:

- ☐ Schools should encourage staff to adopt similar routines, expectations and activities in Reception and Year 1. School managers should allocate resources to enable children in Year 1 to experience some play-based activities that give access to opportunities such as sand and water, role play, construction and outdoor learning.
- ☐ The amount of time children in Year 1 spend sitting still and listening to the teacher should be reduced. Year 1 teachers should be encouraged to increase opportunities for active, independent learning and learning through play.
- ☐ Schools need to reduce the emphasis given to children recording their work in writing at the beginning of Year 1.

**Transition from the Reception/Early Years Foundation Stage to Year 1**

At RHPA children are given the opportunity to work with their new class teacher for a full week. The Reception teachers fully inform the Y1 teachers about each child's achievements, dispositions and attitudes to school and learning. Parents are invited to a 'Meet the Teacher' meeting. The Year 1 curriculum at RHPA therefore aims to build on and extend the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer a creative, hands-on method of teaching and learning. The Year 1 classroom aims to reflect a similarity to the Reception classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas. Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Reception Class.

Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Before the children move from the Early Years Foundation Stage into Key Stage One teaching staff meet to discuss the children's progress. Our Reception teachers inform the future teachers of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child. Information passed onto the Year 1 teacher includes:

- ☐ Knowledge of sight words.
- ☐ Knowledge of letters and sounds (phases).
- ☐ Reading ability.
- ☐ Writing – profile level.
- ☐ Number knowledge and level of mastery
- ☐ Printed version of each child's Assessment Profile highlighting each of the areas achieved.

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets. Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the

Early Years Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills) Once transferred to Year 1:

- ☐ We carry out a baseline assessment for each child for Literacy and Numeracy within the first half term.
- ☐ During Year 1 we complete a phonics assessment, keep a reading record for each child and we continue to make observations and review the steps they have reached to ensure successful access to the National Curriculum.
- ☐ Children not yet having attained Level 1 within the National Curriculum will have their progressed measured against P Levels
- ☐ During the Autumn term the children engage in focused learning work and active play as they did in Reception

### **Transition in Subsequent Years throughout the academy**

- ☐ Children are encouraged to share good work with teacher of 'next class'.
- ☐ Teachers meet in summer term to discuss individual children.
- ☐ All children visit new classes and work alongside new teachers for the full transition week
- ☐ Annual tracking of children's progress through optional and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.
- ☐ Teachers meet to discuss individual children's progress as they move from class to class.
- ☐ Targets in reading, Writing and numeracy are continued over from July to September.

### **Children Joining from Year 1 to Year 6**

- ☐ Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- ☐ Parents receive a brochure with information about the school.
- ☐ New children assessed quickly by class teacher and/or SENCO/reading manager.
- ☐ A 'buddy' identified to help the new child to integrate.
- ☐ Records from previous school made available to class teacher and SENCO.

### **Year 6 to Year 7**

The majority of our children transfer to Ridgewood Academy at the end of Year 6 and over recent years we have worked closely with Ridgewood to develop the transition of children from Year 6 to Year 7. Transition arrangements include:

- ☐ The Transition coordinator from Ridgewood Academy visits RHPA throughout the year, arranging visits and activities for Year 6 children.
- ☐ The Transition coordinator spends time with the Year 6 children to work with the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are also welcomed).
- ☐ Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- ☐ Year 6 teacher liaises with Year 7 receiving school to create a profile of assessment data and transition needs for each child.
- ☐ Identified children (e.g. SEND) receive additional support before and after transition
- ☐ Transfer of records to secondary school.
- ☐ Parents' evenings held at Ridgewood during 6.
- ☐ Year 6 children attend their prospective secondary school for a Transition Week during the summer term.
- ☐ Children may be identified as benefitting from a Year 11 'buddy' to help them transfer to secondary.

### **Monitoring and Review**

This policy was reviewed November 2017. It is monitored by the Academy Directors, and will be reviewed annually or earlier if necessary.