

Transition Policy

At Shavington Primary School we aim to provide a structured and planned transition through to the different stages within the education system in order to ease pupils through what can be a worrying phase of their school lives. A positive transition can promote a positive attitude to education and can be a solid foundation for life-long learning.

Aims

We want our children to experience a smooth transition throughout their learning, so that the enjoyment and quality of learning are maintained to ensure that children continue to make the very best progress.

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.

TRANSITION FROM PRE-SCHOOL TO THE FOUNDATION STAGE (FS):

- Discussions occur between Shavington's teachers and staff from other settings.
- Individual tours offered to all incoming parents and children.
- Parents of prospective FS children are invited to a series of meetings to talk through the transition process and the FS.
- Parents receive a selection of 'information packs' with information about the school and the transition process including all curriculum areas to be taught such as 'Letters and Sounds'.
- Prospective FS children visit school on four occasions during the term before they start, to become familiar with their new school and setting.
- Children eligible to start school during that academic year will attend school for two weeks of half days initially (am / pm) and then progress to full days.
- All parents sending children to Shavington are encouraged to create an "All About Me" transition box.
- Through observations and the "All About Me" box a base line record is completed within the first few weeks of entry to the FS. This will also highlight the need for any early intervention.

- The FS staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arise with individual children.

TRANSITION FROM THE FOUNDATION STAGE TO Y1

- The Y1 curriculum builds on and extends the experiences children have had during the FS 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 FS classroom as it exhibits areas of learning for the children e.g. role-play, ICT, reading and quiet areas.
- Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the Foundation Unit. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning, where appropriate.
- Before the children move from the Foundation Stage into KS1:
- Teaching staff meet throughout the year to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs / gifted and talented and any other information relevant to the well being and development of the child, including:
 - knowledge of sight words
 - knowledge of letters and sounds (phases)
 - reading ability
 - writing profile level
 - printed version of each child's Early Years FS Profile (EYFSP) highlighting each of the targets achieved.
- Information is used to group pupils, adjust/fine-tune the curriculum and set future targets.

TRANSITION IN SUBSEQUENT YEARS THROUGHOUT THE SCHOOL

- Teachers meet to discuss individual children's progress as they move from class to class as well as meetings throughout the year to discuss their needs and set targets.
- Termly tracking of children's progress through assessments of Numeracy and Literacy; including 'Letters & Sounds' / 'Grammar Groups', spelling and reading assessments.
- Targets in reading, Writing and numeracy are continued over from July to September.

- Literacy evidence books move with children to provide evidence of previous years' progress.
- Transfer of records: IEP's, Assessment Folder for core subjects, ability groupings for literacy (incl. Letters & Sounds / Grammar Groups records sheet for Years 1-3) and numeracy.
- All children visit new classes and work alongside new teachers on Transition Days in the summer term.
- Weekly whole school sharing assembly.
- Throughout the year, there are shared assemblies, Buddy and University sessions, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other teachers, staff and each other.
- Shavington High School plays an active part throughout the academic year, across the majority of year groups, to offer the children a variety of experiences in different curricular areas.

Y6 TO Y7

- The Y7 tutors from the feeder High Schools visit Y6 children to meet them and discuss their thoughts and concerns ahead of transfer.
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving High schools, which may result in children being identified as benefitting from further support to aid them in a smooth transition.
- 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. SEN) receive additional support before and after transition.
- Transfer of records to high school.
- Parents evening held annually with representatives and a presentation at the feeder high schools.
- Y6 children attend their prospective high school for a Transition Day(s) during the summer term.
- Children may be identified as benefitting from a 'buddy' to help them transfer to high school.
- Shavington High School plays an active part throughout the academic year to offer year 6 children a variety of experiences in different curricular areas.
- Booklets / information to parents is provided from the feeder schools to all year 5 pupils at the end of the summer term.

CHILDREN JOINING FROM Y1 TO Y6

- Individual tours are offered to all incoming parents and children, time for the child to stay with the current class (if joining the school in the next academic year) is also offered to help get them acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and/or SENCO through classroom observations and using records from previous school, once they become available.
- A 'buddy' is identified to help the new child to integrate.

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