

Hessle Mount School

Transition Policy

Introduction

Hessle Mount is fully committed to the welfare of each child. We give care and attention to each stage of the individual's transition to, through and beyond the school. We also believe that the "wrap around" care we offer also aides our children's transition through the school and beyond.

Aims of this Policy

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. foundation stage to Key stage 1, can be especially so, due to the change of "play" based curriculum to a more formal approach. 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 Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.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. We aim to ensure each child feels confident, relaxed and valued in an atmosphere which encourages their all round development.

It is therefore the aim of this policy to:

- Promote the smooth transition of children at the start of each new year group
- Prevent and alleviate stress
- Promote continuity of high quality teaching and learning.

Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change
- A successful attitude and ability to take risks
- A clear understanding of the new expectations ahead of them
- The benefit of effective communication between relevant teachers
- Access to appropriate high quality resources
- Effective pastoral support
- The support of peers as part of a group
- A positive experience with minimal anxiety
- Opportunity to develop personally through coping with new challenges
- Appropriate challenging learning experiences from the start of their receiving phase

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 with the child.
- Discussions and collection of information with 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. social care issues, special educational needs, etc (all compliant with Data Protection Act) will be shared on a "need to know" basis.

Upon Entry to Pre-School

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

- Parents view the Pre-School with their child to allow the child time to acquaint themselves with the setting.
- Parents complete “All About Me” information sheets about their child so that the key workers have ample knowledge about likes, dislikes, special needs, family unit, etc, of the child.
- Individual meetings with the key worker can be arranged so that parents have a chance to talk to them prior to their child starting in the Pre-School.
- Induction days for children to stay for a short time before starting in the Pre-School.
- Staggered induction of children to ensure their key worker can spend time with them developing routines, settling in etc.

Pre-School to Reception

- Exchange of information for new children to school – Prospectus, Admissions form
- Familiarisation tour if required
- Class links between reception and Pre-School staff, meeting to exchange information and pass over Learning Journeys and Profile assessments
- Reception teacher to visit and meet with Pre-School children on several occasions prior to transition
- Pre-School children to visit and spend time in Reception with the Reception teacher and support staff
- Open door policy for parents to meet Reception staff
- Throughout the year Pre-School children come together with the rest of the school for assemblies, to use the hall for P.E, music and movement and to watch performances.

Reception to Year 1 (Key Stage 1)

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

Familiarisation

- Joint school assemblies ensure that all children are familiar with the all staff
- Joint morning and lunch time play with Year 1 children
- Children are encouraged to visit Year 1 to share good work
- Year 1 teacher to spend time in the summer term with reception class – reading a story or to watch child initiated play
- One “formal” morning visit to work in Year 1 in June/July
- A collaborative book made by current Year 1 for reception children informing them of what it is like in Year 1 and the things they enjoy.
- Current Year 1 children to talk about own experiences to Reception children

Approaches to Teaching and Learning:

- Awareness that some summer born children have had less experience within the Early Years Foundation Stage
- Opportunities within the first term for some child initiated play

- Opportunities for role play areas
- Take time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experience provided accordingly.

Transfer of Information

- Year 1 teacher made fully aware of each child's Learning Journey and Profile. These are passed onto Year 1 teacher in summer term. Individual scores are also collated to indicate class profile.
- Reception teacher will meet to discuss this information before September
- Children who may need additional help are highlighted

Class to Class (KS1 to KS2)

Throughout the child's time at Hessle Mount smooth transition from class to class will be encouraged by:

- Daily whole school assemblies
- Children encouraged to share good work with teacher of "next" class
- Teachers meet in the summer to discuss individual children.
- Receiving teacher visits class for short spells in the summer term e.g. guided reading sessions.
- One formal morning visit to new class and new teacher in July
- Transfer of records: IEP's

Assessment Folder

To help with continuity and progress the following books will be sent onto receiving class teacher:
Reasoning folder, English and Maths classwork books

Hessle Mount to "next school"

Transfer forms are sent to the child's next school including National Curriculum levels and Standardised scores. Parents are encouraged to share their previous school report.

Equal Opportunities

We recognise that for some children e.g. special educational needs, English as a Second Language etc transition may be stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, what ever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Monitoring and Evaluation

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant children.

The effectiveness of the transition phases are monitored by the Year Group leaders. The management team will evaluate the transition processes annually and update the procedures as necessary.

Views of parents regarding transition arrangements are acquired and analysed via questionnaires completed during the summer term.

Policy Agreed and enforced 2009

Reviewed 2012