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Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



TRANSITION

Building Bridges Between Home, Settings and Year Groups

Introduction:

Transition is the movement of children into a new setting whether it be starting Nursery/School, starting a different school, or starting a new year group. Starting at a new setting whether it be Nursery, or a new setting or school is a crucial time that needs careful support. Additionally, it is recognised that moving between different phases and curriculums (i.e. home to nursery, nursery to Reception, Reception to Y1, Y2 to Y3 and Y6 to Y7) needs special consideration. We aim to support all these movements to give the highest chance for a child to settle in and adapt to their new setting with minimal stress. Our school aims to address each individual child's social, emotional, and educational needs appropriately, liaising with a child's new setting and ensuring that discussions take place with the child and their parents/carers.

Working Practice:

Pupils transferring to/from our school or to/from other schools or settings:

- Our school will ensure that contact has been made with the school or Nursery/Pre-school Manager. This will initially be in the form of a telephone call, but if required a visit could be arranged. We will ensure that a detailed discussion or transfer of records has taken place about the individual child so the new setting is equipped with sufficient knowledge about that child to ensure a smooth transition can take place.
- We will support visits to every child's new setting, ensuring communication lines are open at all times. Where requested parents may request a taster day or session to support smooth transition to our school. If the transition day, at the end of the year, is at a suitable time, before a September start, this will be used.
- We will ensure that a child's learning story/books and assessment information is up to date and available to new settings.
- New children who start at our Nursery or School will be monitored, assessed, and supported from the very start. We will aim to 'baseline' their starting point to ensure that we quickly identify how we can support them and meet their needs (tools include maths baseline, PIRA and writing and SPAG assessments).

Transition from Home and/or Pre-School to Stottesdon Gateway Nursery (2 -4-year-old provision)

Aims

- all children to feel safe, happy, and stimulated during their stay at Stottesdon Gateway Nursery.
- all children to feel secure and comfortable with our staff and more importantly their key person.
- parents to feel happy and confident as their child enters their new environment away from home.

We follow the following procedures to ensure this:

- Tour of the nursery are offered to all parents and children. This may be led by the EYFS Leader or the Head Teacher. We provide parents and carers information in a variety of ways; verbally and written and spend time in the setting answering any questions.
- On receipt of a completed application form, parents receive an ALL ABOUT ME form to be completed by the parent/carer, this will identify the sessions requested and start date.
- The family will be assigned a key person who will support the family and child through their settling in sessions.
- Discussions occur between Stottesdon Primary School and staff from other settings - where necessary.
- New intake children will attend their first session with their parent/ carer. This allows the child to meet the other children and staff members. Nursery staff will discuss through the child's all about me form, with the parent/carer and gain as much information as possible about the child.

- During the initial visit, additional visits will be booked to support this new transition. The next visit is booked for a short period for the child to attend independently. Their parent/carer can stay but we advise them to leave the child's main learning space allowing the child to explore and discover. We have a staffroom where parents can go during their child's stay allowing them to be in the vicinity if needed. The length of additional visits will be built up according to the child's individual needs.
- Each and every child is different and will all have a different settling period. Discussions with staff and parent/carer will determine when a child is settled.
- When parents/carers leave we encourage them to say a happy/relaxed goodbye to their child and explain when they will be back allowing them to feel reassured.
- We encourage all children to be happily settled before the parent/carer leaves the premises. After the parent/carer has left, if the child becomes too distressed and unable to cope, we will seek contact from their parent/carer.
- With every drop off at the beginning of each session we expect a full pass over of information on a child from their parent/carer allowing them to settle quickly into the session ahead. This pass over may contain important information on why their child is very excited, or not quite themselves etc. This information can be passed verbally or via the ClassDojo app/ or email.
- The child's key person will discuss a child's progress, achievements, and work with their parent/carer after their settling period and beyond.

Transition from Home/ other setting or Stottesdon Gateway Nursery into Reception

This is a transition where pupils familiarise themselves with a new routine as pupils are often moving from nurseries where they attend either mornings or afternoons - to full time school. Our intake is often children from our nursery provision and nurseries from the local area. To support both children and parents during this time, we organise a number of different activities:

- Reception and Nursery 2 cohorts join up curriculum sessions from the spring term based in the Reception classroom e.g. Forest Fun, PE, Understanding of the World, Music and story sessions.
- A welcome letter is sent to all parents of the new intake, with in this letter there is an opportunity to join the nursery cohort before September.
- Two full transition days are organised towards the beginning of July giving children time in their new classroom and with their new teachers. This gives them the opportunity to work with their new teacher and their peers, who may not have attended the same nursery session. During these transition days the children will have the chance to try our school meals in the main hall, ready for September, this may be a new experience to children who have not attended nursery for the lunch hour before.
- Information session with the EYFS staff, organised at the end of the two transition days. During this session, parents are provided with a copy of the 'Starting School' presentation, which outlines key information such as timings, uniform and the curriculum.

Transition from Reception into Key Stage 1

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage. Before the children move into Key Stage 1, EYFS and KS1 teachers meet to discuss the children's progress academic abilities, special educational needs and any other information relevant to the individual child's well-being and development. The KS1 teacher is given a copy of each child's EYFS Profile, including a record of the child's outcomes against the 17 ELGs, stating for each ELG whether the child is meeting 'expected' levels or not yet reaching expected levels ('emerging'). In cases where children have an outcome at the 'emerging' level, KS1 teachers will be provided with additional information to help plan an effective curriculum. This will include information about the barriers to learning that have been identified, any successful strategies to help the child overcome these barriers and details of any specific assessment and provision in place for children with SEND.

Children in Reception will have the opportunity to experience lessons in their new classroom and with their year one classmates during the second half of the summer term. This is to promote wellbeing in their transition journey.

Year Group Transition – Keeping Learning Going:

- Each year pupils build up their skills and progress in curriculum areas. As a school we believe in supporting pupils in maintaining, or extending these skills once end of year assessments have been made. Following end of year assessments, we are dedicated to ensuring that each pupil does not 'dip' in their attainment and achievement as this would have many consequences:
 - Colleagues who pick up classes in the next year group are battling against what ends up being inaccurate data and unrealistic expectations of attainment during the autumn term.
 - Pupils have 2 months without good quality education and time to practice and progress their skills (the summer holiday is long enough without us adding to it)
 - If standards (planning, pupil output, curriculum etc) aren't maintained in the final weeks of each academic year it becomes very hard work to keep classes going (behaviour and motivation/purpose)
 - We recognise that teaching and learning needs to be maintained at the highest possible standard as a significant number of each cohort do not maintain or make progress on their own.
- Work in transfer books or learning journals gives the next teacher a clear indication of children's attainment. If this work is a 'true' picture, it is a very effective tool to inform individual expectation of pupils during the Autumn Term.
- Good teaching practice is agreed to be where teachers find a focus to maintain the pace of learning until the very end of the academic year. This focus may be created through analysis of end of year data which shows areas for development or children that could be usefully targeted before the next year group

Systems To Get The Most Out Of Year Group Transition:

- Transition at R - Y6 follows end of year assessments and reports. All classes will fit in a week's work (including 2/3 prescriptive tasks) before the end of term - this should be timed to be most effective with completing other units of work and the transition day.
- YR - Y6 will do transition work in Literacy and Numeracy books for the next Yr group. Teachers/Pupils are asked to write their name in pencil on the front of transition books so they can be labelled properly in the Autumn Term by new teachers.
- Spelling - Children's attainment in line with high frequency, common exception and year group spellings should be passed on to the next class teacher.

Focus of Transition Work:

ENGLISH: (These provide a selection of ideas to choose from)

Type of Work	Guidelines and Purpose
Journal/Diary writing	To show unaided writing. Best done on a Monday (following weekend) or following a school event (e.g. trip, sports day, summer fair) etc. The purpose of this work is to give a 'true/warts and all' picture of pupil's abilities to support effective teaching and learning at the start of the next academic year.
Letter to the new teacher	To show unaided writing following $\frac{1}{2}$ hour teacher input (on content, writing skills, format of letter). Content may include: <ul style="list-style-type: none"> • Telling the teacher about themselves - character, behaviour, ability to work independently in teams, attitude to work etc. <ul style="list-style-type: none"> • what they look forward to in the new year, • what they are worried about, • what they think they are good at, • what they think they would like support with Please make sure that pupil work following the input is unaided.
Narrative writing	This is an informative style of writing for these year groups as it is a major genre in all curriculums and one of the main genres used to assess writing at the end of KS1. Pupils could: retell a story or part of a story; act out a story and tell it; adapt a story Please make sure that pupil work following the input is unaided.
Pupil selection	Pupils can select a final piece of work to photocopy and stick into their new book.

PHONICS/READING:

Transition information	Guidelines and Purpose
Phonics Data	Formal data available at the end of Summer 2 within the Little Wandle online tracking. KS1 teacher to be familiar with progress of Reception phonics throughout the year. Share progress of catch up and any specific difficulties that children have overcome over the year (this includes any pupils who have accessed the LW SEND programme).
Reading Data	Book levels shared at transition meeting. Details of Rapid catch-up reading programme and SEND programmes shared from year 2 to year 3. Little Wandle fluency assessments shared from year 2 to year 3 and where appropriate. End of key stage one assessments analysis shared with LKS2 teacher.
Tricky words/common exception words	Information of reading (and spelling where appropriate) tricky and common exception words passed to next teachers.

MATHS: (These provide a selection of ideas to choose from)

Type of Work	Guidelines and Purpose
Number Work Place Value Work	To show unaided recognition, reading, writing, counting of numbers to 20, 100, 1000, 10,000, decimals, negative numbers etc. as appropriate. Activities can be very wide ranging (creative and investigative).
Work which illustrates computations children can use (including the size of numbers they are confident with)	To show unaided use of addition, subtraction, multiplication and division as appropriate. A possible way of achieving this in one lesson may be: <ul style="list-style-type: none"> • I can solve these sums/problems by using the following methods: (Children given a differentiated range of sums/problems appropriate to ability)
Skills test	A skills test may be a useful way of showing ability across many themes

Other Ways of Supporting Pupils Who Transfer From R to Y1:

- Phase assemblies/story time in Rea class
- Reception pupils increasing their focus time/independent work time at tables during the summer term (e.g. building up to 15 - 20 minutes independent work)
- Teachers observing children in each other's classrooms to consider how to adapt provision to support pupils, especially children with additional needs.
- At the start of the Autumn term, learning for year one is in shorter chunks and combines a mixture of different types of learning.

Other Ways of Supporting Pupils Who Transfer From Y2 to Y3:

- All pupils (apart from SEN) independently setting up work with date and title (underlined).
- Use of transition stories to support this journey.
- Sharing of end of key stage 1 assessments.
- LKS2 teacher to use maths starters from year 2 Summer term at the beginning of the Autumn term to support academic transition.
- LKS2 teacher to visit year 2 children in class.
- Pupils familiar with not having an afternoon break .
- Being familiar and able to use the toilet during break and lunch (not during lessons).
- Being familiar with weekly homework from Friday to a Thursday and spellings Monday to Monday.
- Continuation of programmes and initiatives in Y3 e.g. mastering number, Little Wandle Spelling, Jigsaw programme and book club.

Other Ways of Supporting SEN Pupil Transition:

- Familiarity with their new setting - beginning to visit regularly with the support of their existing teaching assistant.

- Beginning to build a relationship with their new teacher and other classroom staff before the new year.
- Teachers being part of review meetings at the end of the summer term.
- Teachers visiting previous classes before transfer.

Supporting Y6 to Y7 transfer:

Our school links very closely with Lacon Childe Secondary School (and other schools as necessary). We support transition with the following activities:

- Liaison with SENCo
- Links through Sports Partnership
- Transition day
- Meeting with Y7 tutor (children and teachers)
- Coaching from Lacon Teachers in our school (PE)
- Regular visits to Lacon Childe - often starting in the Infants
- Transition work as requested

Induction to New Classes:

- Towards the end of term all classes will spend a morning with their new teacher to support transition to the next year. This induction will start with an assembly to set the scene.
- Activities during this session should aim to support children in feeling confident and comfortable - all pupils should be happy and look forward to their next year. Activities may follow PSHE style activities and can often lead towards a display.
- Reception pupils have 2 days of transition. In addition, parents are invited to a workshop and welcome meeting in the year preceding their child's start.

Teacher hand over of class information:

During this time teachers should make sure they support effective teaching and learning in the following year group with:

- Pupil data (all stored on Arbor). Teachers will want tracking sheets in English and Maths of all pupils so they can build on where the pupil is. As per our Science policy tracking sheets are passed to the next year group to keep a track of coverage within KS1 and KS2.
- Agreed next steps as identified on pupil reports.
- Pupil books (New English/Maths books)
- Any useful templates e.g. target stars, coat pegs/tray/book templates
- Individual pupil information as appropriate
- SEND information
- Pupil Premium information