



Alderwood Primary School

Whole School Transition Policy

Designated Child protection Officers:	Heads of School: Katie Cutajar/Natasha Tilley
Deputy Designated Child Protection Officer:	Inclusion Leader: Janice Lewis
Designated Child protection Governor:	Ann Jefferson

Reviewed policy agreed by Learning & Achievement Committee
Reviewed policy shared with staff on: Autumn 2018
Policy to be reviewed again on: Autumn 2021

At Alderwood, transitions are carefully planned for and careful thought is given to ensure continuity of learning. At any transition, we acknowledge the children's needs and establish effective partnerships with them and their parents.

Transitions can, and will be, personalised for specific children and their needs. Please see SEND Policy for further information.

Joining FS1 - Sycamore Class

Weekly 'Stay and Play' sessions are offered to all pre-school aged children during term time. These sessions allow both the children and the parents to become familiar with our setting.

Prior to starting Sycamore Class:

- Nursery induction meeting, parents and children to visit class
- Home Visit conducted by class teacher and if possible, our Family Support Worker
- Children to attend 1 hr session in Sycamore Class

During the first term:

- Children to enter on a staggered start to ensure a personalised and stable start
- Baseline Assessment to be carried out and followed up with a discussion with parent covering settling in period and initial observations

Joining FS2 - Beech Class

During the Summer Term:

- Children currently in our Nursery to participate in FS1 and FS2 Collaboration Days
- Reception Teacher to visit Sycamore Class at the beginning of the session, 8:30am – 8:40am, which allows informal conversations with parents
- Reception intake meeting, parents and children to visit class

At the end of Nursery (Summer Term):

- Home visit or setting visit for any children who are currently not in Sycamore Class
- Children attend Beech Class for an hour followed by lunch with a parent and staff
- FS2 teacher visits children in Sycamore Class
- Practitioners from Sycamore Class to take small groups of children to visit Beech Class and outdoor area.

- Story swap when appropriate – at least twice a week.

Additional transition activities when opportunity arises eg Forest School, Collaboration days, Sycamore Class to watch Beech Class' assembly

During the first term in Beech Class (Autumn):

- Children enter on a reduced timetable
- Settling in meeting
- Baseline Assessment to be carried out and followed up with a discussion with parent covering settling in period and initial observations

FS2 Beech Class to Year 1 Birch Class

During the Summer Term:

- Birch Class teacher to visit Beech Class to observe the children in their Foundation Stage environment and to see their true, independent ability
- If possible, teachers to team teach
- Beech and Birch Classes will use the same symbols and pictures for specific lessons and activities, enabling all the children to access and understand the visual timetable and remain independent learners
- Beech Class children to be integrated into the main playground, particularly during assemblies and playtimes, to enable them to become familiar with new surroundings and staff
- Beech Class staff will lead a transition meeting for parents/carers to share information on parents/carers can support and prepare their child at home
- Beech Class teacher to join the EYFS planning team to plan a sequences of learning based on the children's needs and interests to ensure continuity and progression

At the end of Reception (Summer Term):

- Birch Class teacher to be involved in the EYFS profile moderation so that they understand and agree the assessments
- Information will be passed onto the new teacher in time to look through learning journeys
- Planned, regular visits to the Birch Class take place, which support children in becoming familiar with the change in environment, staff and routines.
- GLD scores - Reception teacher and Year 1 teacher liaise to discuss the individual children and their needs and analyse the assessment data to inform planning
- Knowledge of phonics, letters and sounds are transferred and children use the same learning resources

- Reading ability is shared and agreed
- Literacy and Mathematics book is passed up
- Class file is discussed

During the first term in Year 1 (Autumn):

- Birch Class teacher will use the 'Development Matters' document to build upon pupils' learning and ensure the EYFS curriculum is provided for those who have not reached a 'good level of development'
- Ensure Year 1 provision provides a wide range of child initiated opportunities, presented within an exciting and stimulating classroom environment
- Ensure pupils continue to be active learners; particularly during Literacy and Numeracy sessions this could include carousel activities, role play area and small world areas
- At times, Birch Class teacher to provide opportunities for child initiated play/learning
- Birch Class children to use the FS2 outdoor environment every Wednesday
- Forest School to continue for the entirety of Year 1 and for the first term of Year 2

All other transition points:

- Children to be informed of their next teacher via a letter to parents in their end of year report
- Children and parents to meet their new teacher during our Summer Open Evening
- Children to spend a session with their new teacher, in their new room, on our Induction Day
- All key resources to be handed up to next teacher in the Transition File

Key Stage 1 to Key Stage 2:

- In addition to the above, our Learning Mentor will spend time taking Willow Class children on additional visits to the upstairs classrooms and KS2 playground

Key Stage 2 to Key Stage 3

- Secondary Transfer Meeting offered to parents at the end of Year 5
- Drop in sessions offered to all parents who may wish to personally discuss their child's transition to secondary school

- Children to be encouraged to attend all transitions days offered by their secondary schools
- Inclusion Lead to apply for places on RBG's 'Stepping Up' programme
- Our Learning mentor or the LSA in Oak Class to accompany children on transition visits, including taking public transport, in order to familiarise themselves with all aspects of the school
- Our Learning Mentor and the LSA in Oak Class to spend the weekly PSHE session focusing on the transition programme, which covers practicalities, such as reading a timetable and packing a bag, to the emotions involved with moving on
- School to continue to take advantage of free sessions from TfL and theatre groups, such as the 'Be Safe; Be Sound' production which focusses on peer pressure