



CHRIST CHURCH CE
MULTI-ACADEMY TRUST

Transition Policy

- **Home/other settings to Nursery**
- **Nursery to Reception**
- **Reception to KS1**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

Statutory Framework for the early years foundation stage September 2021

Rationale

At Christ Church Primary School we are committed to Early Years Education. The Early Years Foundation Stage provides the firm foundations upon which all subsequent learning builds. We see each transition as a process that must be well planned for to ensure it is smooth and seamless. We feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. Smooth transitions in the early years are vitally important for very young children, it is also important to consider and meet the needs of the pupils and families of the older children when transferring from KS1 to KS2.

Aims

We want our children to experience a smooth emotional and educational transition from one phase to the next. This will ensure that children make the best all round progress.

Equal opportunities and inclusion

The children and parents are actively involved in the transition process and their views and perceptions are sought and valued.

The progress of all children is continuously monitored to quickly identify children who may be underachieving or need specific strategies to support transition. The learning environment, strategies and efficient monitoring of progress enables any barriers to learning to be removed.

Principles that underpin the policy

The principles that underpin the policy are

- Approaches to practice, teaching and learning should be harmonised at the point of transition.
- Planning should be based upon previous assessment information.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage.
- There should be a professional regard for the information from the previous class
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.

- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.

Initial preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into the schools Self Evaluation schedule.

- Each receiving teacher spends designated time in the previous stage (Nursery, Reception and KS1) observing children in their familiar environment, observing practice and establishing relationships with the children and parents.
- Wherever possible, children entering our nursery are visited in their existing settings. We have close links with the main feeder PVI's in our community.
- *Home visits are not carried out. We have a well-established induction to nursery system during which the nursery practitioners gather information from the parents and begin to establish good relationships. The children have three visits to nursery in the summer term. Parents are encouraged to stay if they wish, particularly during visit one. An informal information and meet the practitioners evening is also held.*
- Time is planned for practitioners to meet to discuss on going assessment, progress or personal issues connected with individual children, and information such as Profile, end of year attainment.
- Team meetings are held at points throughout the year between Early Years and Year 1 practitioners.
- All lead practitioners and senior leaders meet to agree together what needs to be handed on at the end of each year.
- Children visit their next class/setting during the Summer Term.
- Transition meetings are held with parents during the Summer Term including a visit to their child's next class and an opportunity to meet the receiving practitioners and explore the environment.
- Lead practitioners are given the opportunity throughout the school year to observe teaching practice within the other classes/settings.

Creating an appropriate environment

- Each classroom/setting has continuous provision areas appropriate to the age and stage of development of the children attending. The practitioners understand that all children are individuals and each cohort is different. Assessment data and observations are used to ensure the environment is appropriate and stimulating. Throughout the year enhancements are added to the continuous provision according to the needs of the children.
- All staff have received training on how to provide a high quality learning environment.

- Lead practitioners visit the previous class/setting to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- As the children develop and mature, the areas of provision are planned for appropriate learning objectives with more challenge. As the children progress into Year 1 more teacher focused tasks are planned for.
- Children throughout all the classes/settings have access to an outdoor learning environment to support teaching and learning.

Building on what children know and understand

- Lead practitioners meet several times during the Summer Term to discuss and moderate assessment information.
- Lead practitioners highlight those children who are still working below expected levels of development at transition points.
- Lead practitioners meet during the first few weeks of each new school year to discuss individual children after the settling in period.
- Practitioners are provided with opportunities to teach or spend time in each other's classes to develop a greater understanding of children's learning and gain knowledge about the curriculum.

Partnership with parents

At Christ Church Primary School we encourage parents and carers to be involved by:

- Having an open door policy at the start and end of each day.
- Sharing information through parent information boards, newsletters, text messages, Target Tracker (Early Years) and the school website
- Inviting parents to information and curriculum meetings.
- Holding half-termly drop in events within the Early Years.
- Holding parent stay and play sessions once a term in the Early Years.
- Encouraging parents and carers to help in the classroom and during trips.
- Providing information about transition.
- Giving clear information about what to expect at each stage of their child's educational journey.
- Inviting them to meet staff and explore the environments at each transition point.

Continuing professional development (CPD)

In order to ensure smooth transitions the practitioners meet to discuss and learn about each other's roles and responsibilities. The result of this CPD is that:

- Practitioners know and understand the curriculum and expectations at each stage.
- Practitioners know and understand how the Early Years Foundation Stage curriculum links to the National Curriculum.
- Practitioners are confident about making assessments through the observation of children.
- Practitioners plan collaboratively checking that continuity and progression are evident through each stage.
- Professional development opportunities in relation to transition are evident in the School Improvement Plan.

Monitoring and review

- Children will be asked about their perceptions of transition.
- Discussions with parents.
- Discussions with all practitioners involved.
- Assessment data will be analysed to identify dips in progress at transition.

This policy is monitored by the Early Years Leader and will be reviewed in two years, or earlier if necessary.

Reviewed and updated September 2021¹

¹ Helen Jackson 2015