

Cockton Hill Infants' School Transition Policy



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	Date	Name	Position
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Introduction

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next.

Rationale

At Cockton Hill Infants' School, we feel it is important to create a whole-school approach to transition. Staff, children, parents, governors, and other agencies will have a clear understanding of this process. This policy is a formal statement of intent for the transition from Nursery to Reception to Key Stage 1 (KS1). We also explain the organisation of the transition of our Year 2 children across to our partner junior school to begin Year 3. The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional 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 process, and their perceptions about transition are explored and valued. There are clear curriculum guidelines for children with learning difficulties *and special educational needs (SEND)* during transition. Appropriate assistance will be provided in a variety of ways, including:

- Providing evidence-based adaptive teaching and scaffolding to support cognitive access.
- Using pupils' ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.
- Creating Enhanced Transition Plans for vulnerable pupils or those with SEND, in close consultation with the SENDCo, parents, and external agencies.

Principles that Underpin the Policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon holistic assessment information from the previous class/group/setting.
- 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 setting/phase.
- Children's emotional welfare, wellbeing, and involvement should be assessed before and after transition using a nurturing, trauma-informed lens.
- 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.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.

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 school's Self-Evaluation schedule.

- Reception staff work alongside Nursery staff throughout the year, and the children in our Nursery are very familiar with the layout of the school; they attend some assemblies and school events.
- Year 1 teachers spend some designated time in Reception each term, observing children in their familiar environment and observing practice.
- Time is planned for termly meetings between Reception, Year 1, and Year 2 teachers to discuss ongoing assessment and Early Years Foundation Stage (EYFS) Profile information.
- Reception, Year 1, and Year 2 teachers, along with the Assessment Coordinator, agree together what needs to be handed on at the end of the year.
- Reception children visit Year 1 a minimum of once per term.
- Year 2 children visit the junior school several times during the summer term, and parents have the opportunity to meet the junior school headteacher and staff.
- At least one joint project is planned between Reception and Year 1 each year.
- Arrangements are made for passing on information to parents about the transition to Year 1.

Creating an Appropriate Environment

- Year 1 and Year 2 classrooms have areas of continuous provision to support and extend children's independence skills.
- Year 1 and Year 2 children have timetabled access to our STEM learning area, where the main focus is enquiry-based learning and challenge.
- All staff have received training on how to provide a high-quality learning environment.
- Year 1 staff have visited Reception to see how areas of provision provide support and challenge for children's current learning, so they can ensure future progress in the way they plan and organise their own provision.
- The areas of provision in Year 1 are planned for appropriate learning objectives with more challenge and teacher-focussed tasks.
- All children have access to an outdoor learning environment to support teaching and learning. A richly resourced outdoor classroom is used to support teaching and learning in Year 1 and Year 2.

Building on What Children Know and Understand

- Areas of provision in Year 1 and Year 2 are similar to those in Reception, but with appropriate challenge and adult-directed activities, including STEM tasks.
- Support staff accompany children when they move into their next class to maintain consistency and security where needed.
- Reception/Year 1 staff, and Year 1/Year 2 staff, meet to discuss assessment information termly.
- Reception teachers highlight those children who are still working towards the Early Learning Goals (ELGs) or who may need a modified or highly scaffolded curriculum.
- Teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half-term.
- Teachers meet after the first few weeks to discuss individual children after the settling-in period.
- During the summer term, Reception, Year 1, and Year 2 teachers swap classes to develop a relationship with what will be their new cohort, while Reception teachers are able to see the further progress their former children have made. Year 2 children spend a full day across in the junior school at this time. These swaps allow teachers to develop a greater understanding of children's development and learning, gaining knowledge about starting points, skills, knowledge, and understanding in order to plan appropriately.

Partnership with Parents

At Cockton Hill Infants' School, we encourage parents to be involved in their child's education by:

- Inviting parents into school 3 times a year to discuss the progress of their child.
- Inviting parents into school in the summer term to discuss the annual report.
- Inviting parents to curriculum evenings.
- Providing up-to-date information on the school's website regarding curriculum coverage in each year group.
- Informing parents in the summer term about the class their child will be in.
- Giving parents clear information about what to expect in Year 1 and Year 2.
- Providing the opportunity to meet the Year 1 and Year 2 staff each September.
- Inviting parents to experience the Year 1 and Year 2 environment, classroom layout, and resources early in the autumn term.
- Giving parents information outlining what the National Curriculum is and how best to support their child's learning at home.
- Maintaining an 'open door' policy for parents to address any issues regarding their child settling during their time in school.

Continuing Professional Development

- Reception and Year 1 teachers know what the Early Years Foundation Stage Profile (EYFSP) contains, fully understand the 7 Areas of Learning and the Characteristics of Effective Learning, and know how to interpret this data to support future progress.

- Reception and Year 1 teachers know how the EYFS Curriculum links to the National Curriculum.
- Reception and Year 1 teachers make assessments through the ongoing observation of children in line with non-statutory guidance (such as Development Matters).
- In Reception, Year 1, and Year 2, teachers collaboratively check that continuity and progressions are evident during transition.
- Professional development opportunities in relation to transition are evident in the School Improvement Plan.

Statutory and Guidance Framework References

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Development Matters: Non-statutory curriculum guidance for the early years foundation stage (DfE)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (DfE/DoH)
- National Curriculum in England: Framework Document (DfE)