

St Andrew's CEVC Primary School, Great Yeldham

# Transition Policy

from  
Pre-school to School



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## **Introduction**

Change is a natural part of life. Starting Pre-school, moving from one room to another, changing setting or starting Primary School can be exciting but also a challenge for all concerned. Staff at St Andrew's are committed to putting the needs of the child first whilst working with each other and with parents, staff in other settings/schools and other professionals to make every transition a successful one for every child.

We want our children to experience a smooth transition from one setting to the next, so that pace and quality of learning are maintained to ensure that children continue to make good progress. It is St Andrews School and Acorns Pre-schools duty to provide care and attention at each stage of the individual's transition to, through and beyond the school.

## **Principles that underpin the Policy**

- Approaches to learning and teaching are harmonised at the point of transition.
- Planning should be based upon assessment from the previous setting.
- Styles of learning and teaching should meet the needs of the individual child.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.

## **Purpose**

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners.
- To help all of our pupils to feel secure confident and excited about moving to a new setting.
- To ensure information is shared in different settings in terms of children's development, learning records, and any other information.
- To ensure the children begin their new setting or year group enthusiastic and ready for learning.
- To ensure that each move is as 'smooth' as possible so that the pace and quality of learning is maintained.

- To closely liaise with and fully inform parents at each stage of their child's progress and next steps.

### **Equal Opportunities and Inclusion**

- The children and parents are actively involved in the process.
- There are clear curriculum guidelines for pupils with learning difficulties at transition.
- There are clear curriculum guidelines for pupils who are progressing at an accelerated rate.
- There are clear processes for monitoring the impact of existing or new provision.
- The PSHCE (Personal, Social, Health, Citizenship, Emotional) curriculum and SEAL framework (Social & Emotional Aspects of Learning) is used to support transition.
- The Edison Learning 'Core Learning Skills' is also used to support transition.

### **Procedures**

One of the first experiences of school that soon-to-be Foundation Stage pupils have is during the summer term on their initial visits which are carried out whilst the current Foundation class are engaged in learning experiences outside the classroom. This helps to give the new pupils some ownership of the setting they will be learning in. Every child is invited to visit for one morning session and one afternoon session at least. This visit is for two hours to give the pupil the opportunity to experience the Foundation class in full flow and to enjoy the outside learning environment.

#### **In Pre-school:**

- Children in Pre-school have the opportunity to visit St Andrew's for activities such as: story time, Teddy Bear Picnics, Show and Tell and sharing assemblies. Pre-school children will attend lunch club from the spring term every Friday.
- During the child's last term in Pre-school the children visit their new classroom on regular occasions to become familiar with the setting, class teacher and teaching assistant.

- At the end of the summer term the Pre-school practitioners advise the Reception class teacher on appropriate needs for individual children and this also presents an opportunity for end of term reports to be discussed.
- Pre-School staff attends the St Andrew's new parents induction evening.
- Pupil's records from Pre-school are transferred to the school, on the child starting in their new setting.

### **In School:**

- The reception class teacher to visit and work with Pre-school children on several occasions prior to transition.
- All children are due to start school in September. In the first two weeks the parents are offered to attend either a morning or an afternoon session in their child's class. These '*learning together sessions*' offer parents and family members opportunities to visit their child's new classroom setting and to take part in play based activities.
- Before the child starts in Reception, parents have the opportunity to attend an 'Induction Evening' with the child's class teacher and the schools Head teacher. Information from this evening will cover most areas of the routine of the new setting, including how the Foundation Stage curriculum is organised.
- Parents receive an 'information pack' with information about the school.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of 'Letters and Sounds' and Reading.
- The school will use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided.
- The Early Years Class teacher is always available before and after school to chat to parents in the first few weeks, and thereafter at class teacher surgeries for non-urgent appointments and after school for more urgent matters.
- The Early Years Class teacher will be pro-active in talking to parents about issues that may arrive with individual children.

<b>Implementing, Monitoring and Reviewing the Policy</b>
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St Andrew's and Acorns Pre-school will be responsible for implementing this policy. The EYFS Leader and Pre-School Leader will be responsible for monitoring this policy and will

communicate this process to the Head Teacher. The impact of this transition will be monitored by the Head teacher and Governors of St Andrew's and Acorns Pre-school Committee. Children and their parents will be asked about their perceptions, through a questionnaire as their child starts school in the autumn term. Assessment data will be analysed to indentify dips in achievement at transition.

### **Other Policies that Compliment/Support this Policy**

All subject policies and planning guidance reflect the principles and guidance in this policy. However, the following policies specifically cross reference with this one: Learning & Teaching, Equal Opportunities and Inclusion, BLP, Early Years.

Written by S Houghton (St Andrew's) & S Reddan (Acorns) **March 2011**

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