



Hindhayes Infant School

Transition Policy

September 2024

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: _____

Signed: _____

Role: _____

Policy rationale:

While a child is at Hindhayes they will go through times that require them to make a transition. Transition is a period of change and change is a time that for some children can be very exciting and for others bring uncertainty. Staff at Hindhayes Infants recognise this and the problems that could possibly occur for the pupil and their family during these times. In an effort to guide pupils, parents and staff through these periods we have planned a structured programme of support which is outlined for our school community in this policy.

Definition

In this policy, '**transition**' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

A child starting school is a very important time in a family's life. There will be a wealth of emotions created by this experience for all members of the family. We want our children to experience smooth transitions throughout their time at our school. We will aim for seamless progression within their learning so that the pace of their progress is maintained. Children and parents are actively involved in all transitions and their perceptions about transition are explored and valued. Actions are undertaken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Entering Hindhayes

- *Tours of the school* - are offered to all incoming families and children in both groups and as individuals
- *Parent Information* - Parents receive a 'Parents' Pack' with information about the school as well as a starting school handbook
- *Annual Open House* – An annual open house is planned in the early part of the Autumn term to welcome prospective families prior to the completion of their school application
- *Encourage parents to use similar strategies* – e.g. parents are signposted to the school's behaviour policy which is published on the website to help them to establish routines and expectations at home that are consistent with those in school

In Year Admissions

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and / or SENCO
- Records from previous school are made available to the class teacher and SENCO
- Initial part time attendance is arranged where needed and if appropriate – part time attendance will be arranged for any EAL child joining mid-year

Change Over Day

Throughout the school all children in all classes participate in a 'change over' day or days. These days are determined by school and children spend time in their new class with (where possible) their new teacher and class teaching assistant. Children moving to year 3 will take part in the county wide transition day at the junior school they are moving to. This gives children the opportunity to feel more confident about the beginning of the new school year

Continuity of Teaching and Learning

At Hindhayes School, we use the following processes throughout the school to aid transition at all points

- *Classroom organisation* – e.g. continuity within classes in the way that teaching and learning is organised
- *Behaviour management* – e.g. all staff use the agreed Relationship policy, the foundations for the way we expect the whole school community to promote an environment that begins from positive behaviour
- *Staff working together* – e.g. before the children move through to their new class staff will meet to give an overview of each child, their personality and their achievements. Together they will look at the point the pupil has reached in their learning and the objectives that the children should continue to work on in September. Once the new term starts the staff will continue to meet to talk about their observations
- *Weekly whole school sharing assembly* - allow children to become familiar with all the teachers in the school
- *Working together* - children are encouraged to share good work with teachers in the next year group as appropriate or their next teacher once new classes are set
- *Shared assemblies* - throughout the year there are opportunities where children throughout the school mix together to enable them to get to know other staff as well as each other

Transition from Pre-School to the Foundation Stage

For details on admissions of Foundation Stage children please see school's Admissions Policy which is set out according to County Council Guidelines

Summer Term

- *Preschool Information* - discussions occur between Hindhayes teachers and staff from other settings
- *Induction Evening* - parents of prospective Foundation Stage children are invited to an evening meeting during which the transition process is explained and information about the curriculum & classes is shared
- *Induction visit* – The children visit on a number of occasions; the first with their pre-school leaders, nursery/childcare providers, or parents and then a final transition session that the children attend on their own

Autumn Term

- *Establish a staggered start* - pupils have a reduced timetable for the first week of term.
- *Parent Meetings* - all parents of FS children are invited to a short individual meetings with their child's class teacher in the afternoon during the first week of term
- *Baseline* - Through observations, meetings with pre-school leaders, childminders & parents, a baseline record is completed within the first few weeks of entry to the school
- *Parent Workshop* - a meeting is arranged to explain the teaching of 'Sounds Write'
- *Have an open door policy* – e.g. all staff are ready to welcome parents and children, they are happy and ready to answer any questions and believe working together with parents to be pivotal in establishing a successful learning environment
- *Pre-school leaders & child minders* - are invited into school once children have settled
- *Parent Questionnaire* - A transition questionnaire is sent to Foundation Stage parents to help us understand how we can improve our practice

Before the children move from the Foundation Stage into KS1:

Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child. Information passed onto Year 1 teachers includes:

- Knowledge of letters and sounds (Sounds Write unit)
- Reading band level and Writing and Maths ability
- Targets for next steps
- Records of each child's Early Years Foundation Stage Profile (EYFSP)
- Special Needs Individual Plans where used
-

Once transferred to Year 1:

- Children continue to work and be assessed within the EYFS if necessary
- The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- The Year 1 classroom aims to reflect a similarity to the Foundation classroom

Leaving Hindhayes

Moving on to a new school is, once again, a time when pupils and their families will be feeling unsettled. The choice for moving school will have been considered greatly before the time comes for the change and so families will need to be supported before a child moves in Year 3. To aid the transition of our pupils into KS2 we will:

- Offer parents guidance on the schools that they might wish to choose from
- Work in collaboration with all the feeder junior schools
- Work in partnership with other local schools to try to provide a standardized, seamless approach to transition
- Offer children the opportunity to discuss any issues or worries about leaving by undertaking a structured programme during term 6.
- Provide a structured programme of support within the PSED curriculum for pupils to be able to talk through any concerns that they might have with their peers and their teachers
- For those pupils with special educational needs close liaison with the junior school SENco's to ensure any provision needed is planned well in advance. This to include both people and equipment resources and also activities such as extra supported short (half day) visits to the new school over a period of several weeks during term 6. This enables pupils to become familiar with school buildings and school staff and to begin to establish a relationship that will promote a feeling of security for the new pupil
- Identify a key member of staff who will be responsible for liaising with the junior school to plan and prepare a programme of activities e.g. Y3 class teachers from Elmhurst Junior school to visit the year 2 children at Hindhayes, Elmhurst teachers to read stories to new classes, Hindhayes pupils to visit Elmhurst at lunch playtime, handover meeting between the Year 2 teacher and the Year 3 teacher of the junior school, holiday packs support pupils during the holidays, new books are started in the summer term to highlight pupil's capabilities
- Hindhayes families attend induction evening at new school to meet new staff
- Year 3 teachers moderate Yr2 work at CLP moderation meetings
- HT meets with new DSL to handover all safeguarding information
- Learning Mentor meets with Yr3 TAs to handover information relating to nurture support
- Sports leaders from the local Junior School support at Sports Days to encourage older pupils to support new pupils

Transition week

- *Transition Week* – pupils will move to their new class, with their new teachers in the penultimate week of the summer term and work on a project for three days
- *Teachers meet* - in the summer term to discuss individual children
- *Writing books* may move with children to provide evidence of previous years' progress and targets
- *Transfer of records* e.g. Intervention Passports, assessment & attendance data, child's annual report to parents