



Corrie Primary and Nursery School – Transition Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty, we offer an environment in which we clearly value the contribution of each individual.

Aims of Policy

In this policy, 'TRANSITION' describes the movement that children experience moving from one familiar setting (including the home) to another. At Corrie we aim to make any transition as seamless as possible for both the children and their families.

We want children to experience smooth transitions whenever they may occur, so that individual children's needs are met and all children feel reassured and secure about the process so that the pace and quality of learning are maintained to ensure they continue to make the very best progress.

Equal Opportunities and Inclusion

All children and parents are actively involved in the process although at times it may be necessary to structure a programme to cater for an individual's specific needs. The SENCO or/and the Learning Mentor is actively involved in all transitions and will work specifically with children with additional needs or Personal Education Plans (PEP's) who may be offered additional support according to their needs.

Transition from Pre-School to the F1:

June/July

- ❖ Individual tours of the school and the School Prospectus are offered to all prospective parents and children.
- ❖ Parents and children are invited to stay for a session here the parent and child can meet some of the new children and their teacher, as well as experience the setting in full use.
- ❖ Parents of F1 children are invited to a meeting on the first morning of their first visit to talk through the transition process and to meet the staff.
- ❖ Nursery teacher to visit the child in PVI setting if possible.

- ❖ Home visit arranged if required or requested.
- ❖ 'All about Me booklet' sent home.

September start dates- Nursery F1

Children will attend from the first day of the academic School year in September.

Many children have been to a PVI setting and are used to being away from Home.

- ❖ Parents are allowed to stay for first session if this is appropriate
- ❖ Key workers are available to talk informally to parents daily at the start or end of sessions.

Transition from Nursery F1 to Reception F2

July

The Reception Teacher attends a forum for all PVI providers that have children coming to feeder Primary Schools in the area. This is an information sharing meeting.

- ❖ Parents and Children are invited to a stay and play session, for one session over two days. The child and Parents have the option to sample a School dinner after the play session.
- ❖ A meeting is held for the Parents at the stay and play sessions where information and data sheets are completed.

September start dates for Reception F2

All the Reception children start on the first day of the new academic year. Parents are given the option to collect their child at dinner time for the first week.

- ❖ Parents workshops are held in the Autumn term for Phonics, Reading and Maths.

Transition from Reception F2 to Year 1

Curriculum

- ❖ A mixture of the Early Years guidance, Development Matters, and the National Curriculum are used to inform planning, depending on where the children are in their development. All children exceeding or at expected levels will begin to be planned for using the national curriculum.
- ❖ Those children who are entering Year 1 working at an emerging level will be planned for using the development matters document in conjunction with the National Curriculum. Assessment Handover meetings during which each Y1 teacher meets with the reception teacher to discuss EYFS data take place. Children are discussed in detail with individual needs covered and targets agreed for children to continue working on in the Autumn term. Assessment information is stored on Target Tracker.

Planning

- ❖ Leaders from both EYFS and Year 1 discuss the autumn term planning strategies and where applicable tailor it to the needs/interests of the cohort. Staff will use the early learning goals objectives when appropriate.
- ❖ Reception plans are adapted to enable guided group work and challenges and to enable the children to take more responsibility for their learning. Year 1 plans ensure that the children gradually become more independent through high expectations of individual and group work. Activities are interactive, with a mixture of adult led and child initiated. The plans follow the EYFS curriculum, with challenges for the children who are ready.

Organisation

- ❖ Year 1 teachers organise their classrooms to provide quality teacher directed activities in addition to planning for quality continuous provision. Resources are used to maximise learning opportunities and used to promote creativity, awe and wonder and to maximise the use of the outdoor learning spaces to reflect reception provision.

Transition from Key Stage 1 to Key Stage 2

Children moving from Key Stage 1 into Key Stage 2 will experience a move to a different building, and will use a different playground. To help prepare children for this move specific transition arrangements will be offered to children and parents.

- ❖ Children attend the weekly whole school assembly in the KS2 Hall.
- ❖ Informal visits are made to KS2 throughout the year.
- ❖ In July children will have the opportunity to experience eating their dinners and playing in the KS2 playground.
- ❖ Children will meet their new teacher and spend time in their new classroom.
- ❖ Teachers meet in the Summer Term to discuss individual children.
- ❖ Individual and Class records including SEND reports are passed on to the new teacher, including Key Stage 1 SAT results.

Transition in subsequent years throughout the school

- ❖ Teachers meet in the Summer Term to discuss individual children.
- ❖ All children visit new classes and work alongside their new teachers on Transition Day in the summer term.

- ❖ The tracking of children's progress throughout the year is recorded and information gained through teacher assessments and Key Stage 1 and ongoing Teacher assessments. This data informs the next teacher of children's targets for the following year.
- ❖ Throughout the year, there are informal opportunities for staff and children to meet each other and at times work together.

Transition from Y6 to Y7

We recognise that this is an important time for both children and parents and we aim to support families in making choices regarding Secondary School, and completing the 'Moving On' Booklet. Staff will be available to talk to and support individual families where required, and links with the Family Support Services will ensure all parents will be informed about their choices of Secondary School and will be offered additional support if needed.

- ❖ Year 7 tutors from local Secondary Schools visit the year 6 children to discuss their thought and concerns ahead of the transition visit.
- ❖ The SENCo leases with any prospective children on the SEN register going to a Mainstream School. To hand over the SEN files and to discuss the child's individual special need.
- ❖ Any Year 6 children going to a Special Secondary School the arrangements are different:
- ❖ Only Children with an EHC plan can attend a Special School and the Transition process starts in Year 5 with the annual EHC plan review being held before the end of the Summer term in July.
- ❖ The SENCO can advise the Parents on the specialist School that will meet their child's individual needs. The Parents can then name the Special School they want their child to attend on the Annual EHC plan review form.
- ❖ The children attending Special School will receive three visits in the July term and are accompanied by the SEN Teaching assistant and Parents on these visits.
- ❖ Y6 children attend their prospective Tameside secondary school for 2 Transition Days during the summer term.

Presented to Governors:
Approved by the Governing body:

July 2020
Debra Rafferty

