



Transition Policy

Summer 2022

Our Vision

"Together we Sparkle and Shine" is the vision for our school and this principle underpins all the work of the school.

We aim to create an outstanding, caring school community where everyone is valued and developed to their full potential as individuals, learners and as members of communities where they will play a part now and in their future lives.

Our Values

These are the key values that underpin all the work of the school;

- Kindness
- Respect
- Honesty

Carrington Infant School Governing Board

Transition Policy

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Aims

At Carrington Infant School, we endeavour to ensure a smooth transition for pupils between year group and on entry from their nurseries and pre-school and exit from the school to their new junior settings or new school if they move mid year. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition. Teachers and support staff also need to know about their new children before they start in the class and so the passing on of the right information along with time to discuss their new classes is essential.

Principles that underpin this policy

- Approaches to learning and teaching should be harmonised to ensure effective transition through each of the primary phases.
- Styles of learning and teaching should always meet the needs of the pupils.
- The EYFS profile should be valued as an effective assessment too, used to inform planning during the autumn term and to ensure there is a gradual implementation of the Key Stage One curriculum in ways suitable for younger children. Continuous provision and the slow adaptation of teaching to more whole class sessions and groups is key to a good transition.
- Pupils enjoy the challenges and approaches to learning in the next Key Stage.
- Successful transition is the result of effective communication, a planned induction into the EYFS and with the other year groups.
- This policy links with the PHSE policy and growth mindsets. We have assemblies through the summer term based on change and handling change so that children can be resilient learners.
- Vulnerable children will always have special plans and a high degree of transition e.g. children in the ARP and any child with safeguarding concerns.

Transition from Pre- school to EYFS

- We hold three information sessions before the closing date for admissions.
- We send out induction packs as soon as possible once we have confirmed lists of new entrants. We always welcome any new parents as warmly as possible.
- Parents receive an in-depth brochure about the EYFS.
- We visit as many children as possible in their nursery/pre-school setting. Where this is not possible, we phone the nursery.
- We learn about any safeguarding issues.
- We collect data from the children where possible to help inform the entry profile.
- We design the classes using advice from the previous setting.
- We talk to any parent with SEN or health needs.
- We try and support if there are issues with the staggered entry.
- We have extra, small group taster days with their new teacher and support staff in June.
- We have a transition day in July. Children experience their classes and parents have an information session.
- We organise home visits for those that want them.

Carrington Infant School Governing Board

Transition Policy

Summer 2022

- We have a staggered entry so that we can get to know the children well. This means there will be a small group of children with the children particularly learning the lunch routine in a smaller group. We aim to have all children in full time within three weeks.

EYFS to Year One transition

Aims

- To ensure the children are school ready.
- To ensure the children have a smooth transition
- To ensure that the quality and pace of learning is maintained and that pupils continue to make good progress.
- To ensure that the children follow a curriculum appropriate to their needs.
- To ensure that all staff see transition as a process rather than an event.
- To inform parents and pupils about the transition process.

Implementation

Transition to Year 1 builds on and extends the experiences of the EYFS.

Our systems to ensure good transition

- Playing on the field together
- Mix up mornings across the school
- Meeting to read stories to the class
- Visits to the classes
- Transition morning – also preparing a display that can be put up ready for the new year on transition day, making their own tray label and coat peg.
- Hand over time for data – see appendix
- Setting up continuous provision initially and moving over time to more formal setting. EYFS should also practice this with having half of the class working at a time on occasion.
- Meet the teacher session early in September.
- Information packs for parents of children in Year One

Year One to Year 2 transition

- Meeting to read stories to the class
- Visits to the classes
- Transition morning – also preparing a display that can be put up ready for the new year on transition day, making their own tray label and coat peg.
- Hand over time for data – see appendix
- Meet the teacher session early in September.
- Information packs for parents of children in Year Two

Year Two to Year Three – the transition to juniors

This is a big change for the children and needs to be carefully planned.

Our aims

- To ensure the children are junior school ready this might include using different papers and presentations so children can be ready to learn in September.

Carrington Infant School Governing Board

Transition Policy

Summer 2022

- To ensure the children have a smooth transition as possible including in understanding different systems.
- To ensure that the quality and pace of learning is maintained and that pupils continue to make good progress.
- To ensure that the children follow a curriculum appropriate to their needs helped by having a solid understanding of data.
- To ensure that all staff see transition as a process rather than an event.
- To inform parents and pupils about the transition process

Implementation

- Vulnerable children have special transition plans.
- Teachers carefully organise the new classes for Year 3 taking ability, personality and friendship groups into account
- Junior teachers coming into Year 3 to get to know the children.
- Transition morning – also preparing a letter about themselves that can be taken up to the juniors
- Making a learning passport
- Hand over time for data with juniors – see appendix
- Sensitive information including Safeguarding and SEN is always handed over in plenty of time for any planning to take place.
- Teachers visiting juniors early in the new year to check on handover and to answer any further questions.

Appendix 1

Each class has a labelled red class folder with key information about the children in them that should be discussed and handed over to the new class teacher.

Content

Grid off key assessment data

EYFS outcomes

Phonic outcomes

Tracking grid for class from Target Tracker

Reading colours

NFER assessment scores

Phonics phase information

Pupil premium information

Safeguarding information – basic information (DSL to give more information personally)

Health information

Good parental support – trips, reading etc

Attendance data – this will be given to class teachers.

SEN information