

	Staffordshire University Academies Trust		Trust Policy Document				
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	Policy Owner:	Principal	TRANSITION POLICY				
	Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

Transition Expectations Policy

“is a process, not an event”

INTRODUCTION

In this policy ‘transition’ describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through early years to key stage 1 into key stage 2 and beyond to key stage 3.

AIMS

We want our children and parents to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

All transition actions will remain in line with Government Covid guidelines at the time of completing.

Transition from Pre-School to the Nursery

- An open morning is delivered in the Autumn Term. This includes a taster session of a Woodland Morning in a “stay and play” format for parents/carers.
- Parents are posted a welcome letter inviting them to an information evening. Details for transition dates are also shared.
- Parents and carers attend an information evening where key dates for transitions are shared. There is also an opportunity for a tour of the early years environments.
- New to Charnwood parents can find a section of our school website designated to them.
- Children and parents are invited into Nursery for a meet and greet visit outdoors during the summer term prior to their start date in autumn. During these sessions the EY leader and nursery class teacher will meet parents and play alongside the new children to familiarise them with their new setting. Parents can also fill any paper work in with the EY leader that they are uncertain about during this session.
- Children will receive an all about me home challenge to share with their new teacher on their meet and greet session.
- Children will receive a preschool visit where possible (observation / information sharing). If restrictions do not allow this our EY team will make contact with settings via email/telephone.
- Staggered induction of children over the first week (5/6 per day).
- New teachers spend planned time in the Foundation Stage over the summer term, where possible.
- During the autumn term practitioners complete “starting points” for all children and compare their judgements to those provided by the previous setting on the “all about me” form.

Transition from Nursery to Reception

- An open morning is delivered in the Autumn Term. This includes a taster session of a Woodland Morning in a “stay and play” format for parents/carers.
- Parents are posted a welcome letter inviting them to an information evening. Details for transition dates are also shared.

- Parents and carers attend an information evening where key dates for transitions are shared. There is also an opportunity for a tour of the early years environments.
- New to Charnwood parents can find a section of our school website designated to them.
- Children new to the school receive a visit (observation / information sharing) restriction permitting to their previous setting where possible. If not contact will be made via email/telephone.
- During the second half of the summer term the reception class teacher will join the nursery teacher on the door regularly to familiarise themselves with parents and children.
- New to Charnwood children and parents are invited into school for a meet and greet visit outdoors during the summer term prior to their start date in autumn. During these sessions the EY leader and nursery class teacher will meet parents and play alongside the new children to familiarise them with their new setting.
- Children will receive an all about me home challenge to share with their new teacher on their meet and greet session.
- The reception teacher will share an all about me morning with the children currently attending our nursery.
- The children are invited to stay for a school lunch during the summer term.
- Nursery class teacher to meet with the reception class teacher to discuss each individual child's needs and assessment.
- All Reception staff stay with them at lunchtime for the first week.
- New teachers spend planned time in the Foundation Stage over summer term, where possible.
- Parents invited to record both theirs and their child's feelings on the transition form sent home.
- During the autumn term practitioners complete "starting points" for any children new to the setting and compare their judgements to those provided by the previous setting on the "all about me" form.
- A baseline assessment will be provided for each child in the Reception class during the first half term.

Transition from the Foundation Stage to Year 1

- Parents and children new to the school visit the school; meet staff and receive an information pack.
- Year one children write a letter to reception children (teachers to arrange buddies) asking them to join them for a picnic.
- Reception children to visit the current Year 1 for a shared picnic in the 2nd half of the summer term.
- Cohort visit new classes and teaching team.
- Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.
- Reception class teacher to provide the barriers to learning for those children who achieved "emerging" at the end of early years.
- In the autumn term, the year 1 practice is a blended approach consisting of KS1 practice and a provision that mirrors elements of the summer term practice in Reception.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term i.e., lining up in Year 1 playground.
- The behaviour policy is followed by pupils throughout school.

Transition between year groups in Key Stage 1 and Key Stage 2

Charnwood is aware that whilst this is a change within the same school there are differences that children need to be prepared for as they move between Key Stages and different year groups.

- New class teacher will begin to visit class when outside at play allowing them to form relationships outside of learning.
- Celebrations of work and progress in class will be shared with new teacher through children showing their work and through class teacher commenting on online learning profiles and work as directed by current teacher.
- SEND pupils will receive packs detailing changes of staff, rooms and routines in order for them to prepare.
- KS1 teacher will meet KS2 teacher and key areas of strength and need will be discussed. This will include discussion over the first weeks of learning in the autumn term and designing learning sequences that will allow for a confidence building start to the new key stage.
- Summative Assessment data will be completed and shared between practitioners
- Communication between the new class teacher and parents and carers will be established before the end of the year (taking the form of an online communications and introductions session and/or in person opening evening).
- Consistent approaches for behaviour, celebration and reward will be maintained wherever possible.
- Children will visit and complete learning in their new classroom setting on fixed days in the last term.

Transition from Key Stage 2 to High School (Key Stage 3)

- Charnwood works closely with all high schools to ensure a smooth transition for the children.
- Children attend taster days at their chosen high school.
- Work is completed within class to send to their next school.
- Staff meet with high school staff to provide information.
- All information from the high school is discussed with the children in school.
- Time is provided for children to ask staff questions and discuss concerns and additional PSHE lessons are provided at Charnwood to alleviate worries and concerns.
- Additional transition settings are arranged for individual children as required
- Staff can support children who currently have 1:1 support during transition sessions

MONITORING and REVIEW

It is the responsibility of all staff to follow this policy. The Senior Leadership Team will carry out monitoring as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.