



## 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.

### **1. 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 our 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.

### **2. 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 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 needs.

Children will be offered a start date according to their needs and/or their previous experiences to ensure a smooth transition. This may mean that the younger children may be admitted first so they are welcomed

into a quieter environment. Friendship groups from the same pre-school may also be admitted at the same time.

### **3.1 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 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.
- A small group of parents and children are invited to stay for a session (Max 5 per day) - here the parent and child can meet some of the new children and their parents, as well as experience the setting in full use. This will provide the opportunity to complete the medical form, look at the F1 parent's booklet, see a 'Learning Journey' file, find out about the key worker system, and provide information about the children's interests, and previous setting details. (This will usually occur at the beginning of July).
- Nursery teacher to visit the child in PVI setting if possible.
- Home visit arranged if required.
- 'All about Me booklet' sent home.

**3.2 September** - The children will start nursery in small groups, staggered over at least a 2 week period. They will also start their first session at a later time than usual. This will allow time for the nursery staff to settle the children.

- 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.
- Parents booklet will be available to help inform parents about routines and procedures.

### **4. From Nursery to Reception (F1-F2)**

- Throughout the year staff make informal visits to the Nursery.
- When possible staff will visit Private nurseries and pre-schools or arrange a home visit for children who have not attended Corrie Nursery.

- Children also make informal visits to school and reception classes.
- Story swaps by staff will allow children to meet the Reception class teachers.
- Children and parents are invited to stay for school lunch.
- An opportunity for the parents and children to attend a parents meeting.
- There will be a stay and play session available.
- To ensure a smooth transition into spending a full day at school parents are given the option to collect children at 1.30pm, (staying for lunch) for the first week at school.
- A meeting for parents during the Autumn Term is arranged to explain the teaching of 'Letters and Sounds' and how the 'Jolly Phonics' scheme supports it.
- Staff are available before and after school to talk to parents.

## **5. Transition from the Foundation Stage to Y1**

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage.

For the first half term the Year 1 classes aim to reflect a similar environment to the Foundation Stage classrooms and also offer a curriculum which builds on the skills and knowledge they have acquired while in reception.

Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

### **5.1 Before the children move from the Foundation Stage into KS1:**

Teaching staff meet to discuss the children's progress. The Reception Class 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 Yr 1 teachers includes:

- Reading level
- knowledge of letters and sounds (phases)
- Tracking charts for all subject areas.

- Printed version of each child's attainment towards the Early Learning Goals and the Profile Points achieved so far.

This information is used by the Year 1 teacher to group pupils, and adjust the curriculum and set future targets according to the needs of the class.

- Children continue to work and be assessed within the Foundation Stage Curriculum for their first term if necessary.
- Parents are invited to a meeting to inform them about routines and procedures.

## **6. Transition from Key Stage 1 (Infants) to Key Stage 2 (Juniors)**

Due to the physical nature of our school, children moving from Key Stage 1 into Key Stage 2 will experience a move to a different building, and will use different playgrounds. 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 Junior Hall.
- Informal visits are made to the Juniors throughout the year.
- In July children will have the opportunity to experience eating their dinners and playing in the Junior playground.
- Children will meet their new teacher and spend time in their new classroom.
- Parents are offered the opportunity to meet the new teachers and given information about routines and procedures in the Juniors.
- 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.

## **7. 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 optional SATs,(Y3,4 and5). 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.

- Transfer of records: IEP's and class records

## **8. Children Joining from Y1 to Y6**

- 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 'Prospectus' with information about the school
- New children assessed quickly by class teacher and/or SENCO
- A 'buddy' identified to help the new child to integrate
- Records from previous school made available to class teacher and SENCO as soon as possible.

## **9. 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 High 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 High School and will be offered additional support if needed.

- Teachers from Denton Community College and St Thomas More visit to provide lessons in specific subjects (eg Sports, PE, PSHE, ICT, Maths)
- The Y7 tutors from Denton CC and St Thomas More visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are welcomed).
- Year 6 teachers liaises with Year 7 receiving schools to create a profile of assessment data and transition needs for each child.
- Identified children (e.g. SEN) receive additional support before and after transition.
- Transfer of records to secondary school.
- Y6 children attend their prospective Tameside secondary school for 2 Transition Days during the summer term. (Not Audenshaw High School)
- Sessions in sport /PE, literacy and numeracy take place at Denton CC for children from Years 5 and 6

Signed:

Coordinator: S.Birtles

Date discussed with staff: Summer 2015

Date discussed with *Governors*: Summer 2015

Date of review: May 2018