



Evelyn Street Primary School

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Executive Principal:
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Policy Title	Transition policy
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	Curriculum statement and Guidance Assessment Policy
Written By	School
Staff Approval Date	September 15
FGB Ratification Date	January 16
Signed by Chair of Governors	Mr Nigel Spencer
Review Date	September 19



MISSION STATEMENT

“To enjoy, to be amazed, to believe”

RATIONAL

Evelyn Street School recognises that education should be an unbroken continuum. We further recognise that children’s progress can be hindered if there is a break of continuity at the point of transfer. This policy will be supported by the whole of our school community to ensure that all children are able to achieve maximum success during all phases of their education and care

PURPOSE

- To create for each individual a working partnership between the home and school and to foster close relationships with the wider community
- To foster happy and caring relationships within a school which offers a safe and secure environment and enables individuals to grow in confidence, dignity and self esteem
- To provide a broad and balanced curriculum in which each child grows in knowledge and understanding through the acquisition of skills, attitudes and values and so enabling them to become active contributors to society

BROAD GUIDELINES

1. Transition describes the journey that takes place initially from home into school and then the movement that takes place from one year to the next and in particular from one phase to the next
2. To promote the continuity of education and the curriculum between the different phases of education
3. To prepare all children for a positive transfer experience
4. To support effective transition of individual children
5. To support effective use of transfer records
6. To develop an effective partnership with parents
7. To recognise the different learning styles of our children with recognition of gender differences
8. To promote and support cross-phase and multi-agency working
9. To promote continuity in planning and assessment procedures
10. For children to experience a smooth transition from one phase/key stage to the next, so that the pace and quality of learning are maintained to ensure that children continue to make good progress
11. Approaches to learning and teaching should be harmonised at the point of transition



12. Planning should be based upon assessment information from the previous phase/teacher
13. Styles of teaching should meet the needs of the children and not preconceived notions of what is appropriate for the next phase/key stage
14. There should be a professional regard for the information from the previous phase/key stage
15. Transition should challenge, support and motivate children
16. Staff deployment should give particular attention to the needs of the children
17. The school will provide a transition programme that ensures the continuity of education and provides the children with a positive transfer experience
18. The school will provide tasks for the children to complete to aid the transfer process
19. The school will ensure that the staff have a greater understanding of other phases, especially their practice and pedagogy
20. The school will ensure that appropriate records are kept and used during the transition process
21. We will design appropriate learning environments that are stimulating and action packed and support the needs of the children

RESPONSIBILITIES OF THE CHILD

22. The children will be at the centre of the transition process by sharing their thoughts and feelings. Staff understand that listening and responding to children is an essential part of the transition process

RESPONSIBILITIES OF THE PARENTS

23. We aim to create good communications between home and school. It is essential to create a happy, supportive and effective relationship. Parents will be kept informed about and encouraged to support their child through the transition process and assist with any tasks set

EQUAL OPPORTUNITIES

24. Each child will be given equal access to all aspects of the transition process. Children with English as a second language are valued equally and there are opportunities and support to develop and use their home language

SEND

25. We aim to work closely throughout the transition process to support any children who have been identified as having special educational needs or a disability. We work in partnership with parents, the SEND co-ordinator, Principal and appropriate outside agencies. All information and records will be discussed. meetings will be arranged to clarify information concerning the child and ensure their needs are understood.



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26. Children and parents should be actively involved in the process and their preconceptions about transition are explored and valued. There must be clear curriculum guidelines for pupils with learning difficulties at transition.
27. The process of all children at transition will be monitored to quickly identify children vulnerable to under achievement. There must be clear processes for monitoring the impact of existing and new provision.

NURSERY TRANSITION

28. The transition from nursery is managed with great care so as to ensure their readiness and enthusiasm in the continuation of their learning journey. Appendix 1 shows clearly the transition process used in the Foundation Stage.

MEETING THE PERSONAL AND SOCIAL NEEDS OF OUR PUPILS

29. The PSHE/SEAL curriculum should be used to support transition
30. Prior to the end of the academic year each child has the opportunity of spending some time with their next class teacher. This is usually at the end of June and ties in with the taster sessions for the new September starters
31. In key stage 1 the teachers and children work across classes delivering RW Inc on a regular basis.
32. A period at the end of Summer term and at the beginning of the Autumn term is used to enable the children to become familiar with their new environment, expectations, rules and routines.
33. During the induction period discussions about the curriculum and topics are shared with the children.
34. Teachers share information regarding the dispositions and attitudes of the children they are passing on.
35. Details and records from other professional agencies are included in the transition documentation.
36. Induction meetings are held with the parents.
37. Vulnerable children experience additional visits to work with the teaching assistants prior to transition, particularly when the environment is unfamiliar to them. Teaching assistants with a close relationship with vulnerable children are usually transferred into the next class with them. At all stages the parents of the child are involved in the transition both before and after.
38. Vulnerable children transferring to high school attend a new pupil day in the Summer term
39. Circle time is used to find out what the children's anxieties are prior to their transition visits so to ensure that they are addressed
40. Social skills of individual children are taken into account and acted upon
41. Children are supported by the older children in their phase team
42. The use of co-operative learning techniques across the school supports all the children
43. Year 6 children also visit the



nominated high school in the Summer term when they will be placed in their forms based on our recommendations

ENSURING THE CONTINUITY OF TEACHING AND LEARNING

44. Meetings take place between teachers to discuss the learning and teaching strategies for individual children and pass up relevant records in order to ensure continuity and consistency.
45. From the Foundation Stage to year 1, the Foundation Stage Profile data is used to identify next steps for individuals
46. Question level analysis is completed at the end of the year to identify next steps and set targets for the following year
47. Writing books are transferred to the next class
48. Year 2 and 3 teachers jointly attend writing moderation meetings to confirm writing levels at the end of key stage 1
49. In key stage 1, continuous provision is continued with the use of role play areas, writing tables and reading zones
50. Certain routines and behaviour management strategies are employed across classes to ensure consistency and continuity of expectation
51. The individual learning styles and multiple intelligences of the children are taken into account when planning activities
52. A piece of writing is completed at the end of the summer term and then used and edited by children with their new class teacher in the Autumn term

THE MANAGEMENT OF TRANSITION

53. Trackers and target sheets are completed by the phase team leaders and passed onto the next phase team leader for distribution and discussion
54. Meetings are timetabled to allow teachers to meet and discuss the class they are passing on and receiving. Parental support issues, social needs of children and relevant SEND information will be transferred. Please see appendix 2 for details of what is included in the files and appendix 3 for a copy of the transition meeting checklist
55. The information is then used to begin to inform the next teachers planning. guided reading, writing and maths groups are formulated as a result of the information received

ASSESSMENT

56. Miscue Analysis in reading ensures that reading levels at the end of the academic year are in line with their end of year test results
57. Children are assessed using ARE checks from Assessment without levels documentation and sample questions from past sat papers
58. Teacher assessments are supported by the reading miscues, and work within books
59. Moderated writing between class teachers and partner school supports



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school
achievement award
awarded to schools and
children's services in
England



ICT MARK
ACCREDITED
ICT INNOVATION
LEADER



ARTS COUNCIL
ENGLAND
ARTSMARK
GOLD



Healthy Schools



The TES
Schools Awards
Real Learning Initiative 2009

assessment against ARE to ensure accurate levelling of children's writing
60. Intervention groups are established as a result of the records passed up.



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APPENDIX 1

Transition from Nursery to Foundation Stage

APRIL	<ul style="list-style-type: none"> Numbers identified and parent/carers notified of date of New Starter Meeting
MAY	<ul style="list-style-type: none"> New Starter Meeting held with the opportunity to meet all the staff and explore the environment Starting School pack provided at the New Starter Meeting with lots of information about how to support their child Information regarding Nursery setting obtained at New Starter Meeting
JUNE	<ul style="list-style-type: none"> Staff in foundation stage visit the children in their nursery setting and use a prepared information retrieval sheet to obtain further information about the children and share the transition unit Staff share the information Children from other settings attend for 2 half day taster sessions Nursery Cohort experience play in FS2
JULY	<ul style="list-style-type: none"> Families of the new starters are invited to the new intake meeting Staff meet with AL regarding transition of pupils
SEPTEMBER	<ul style="list-style-type: none"> Staggered intake in groups of up to 15 (AM/PM) Transition units shared with child Records from pre-school analysed On entry assessments carried out to identify starting points for all children
OCTOBER	<ul style="list-style-type: none"> Induction evening with parents (Reading Focus) Personalised learning begins



APPENDIX 2

CLASS FILES

- Class List
- End of Year ARE assessment
- Trackers
- EHCP and agency reports
- Parental Issues
- Closing the Gap planning Reading, Writing, Spelling and Maths groups
- Medical details
- Targets for the class in trackers in reading, writing and Maths
- Information regarding intervention groups
- Learning styles information
- Curriculum foundation subject assessment files
- FML, PE assessment and planning files



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APPENDIX 3

TRANSITION MEETING CHECKLIST

<p>What is ARE of attainment in this group of children?</p> <ul style="list-style-type: none"> Trackers 	
<p>What are the top three next steps for the different levels of ability?</p> <ul style="list-style-type: none"> assessment records 	
<p>Which children have EHCP and on intervention strategies</p> <ul style="list-style-type: none"> SEND children and support needs Able pupils support needs Under performing pupil groups Closing the Gap planning 	
<p>Are there any parental friendship/relationship issues to consider?</p>	

