

# Meadow Lane Infant School



## Transition Policy

<b>Last reviewed</b>	<b>June 2014</b>
<b>Review Cycle</b>	<b>2 Years</b>

# **Meadow Lane Infant School**

## **Transition Policy**

### **Rationale**

Pupils at Meadow Lane Infant School make several transitions;

- Into the Foundation Stage,
- From Foundation Stage to Year 1
- From Key Stage 1 to Key Stage 2

Each of these transitions is a unique phase which has its own challenges and expectations.

We believe it is essential that pupils and their parents / guardians make these transitions within the context of the 'Every Child Matters' principles enabling a smooth and successful transition that contributes to the positive learning experience of the child.

### **Aims**

Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change.
- A successful attitude and ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant parties.
- Access to appropriate high quality resources.
- Effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- Appropriately challenging learning experiences from the start of their receiving phase.

### **Monitoring & Evaluation**

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant pupils.

The School staff evaluates the transition processes annually and updates the procedures as necessary.

Views of Parents and Pupils regarding transition arrangements are acquired and analysed via questionnaires and informal feedback from parents meetings.

### **Procedures**

The next few pages will detail the procedures and practices at Meadow Lane that enable us to ensure a smooth and successful transition for all our children.

## TRANSITION FROM PRE-SCHOOL SETTINGS TO MEADOW LANE INFANT SCHOOL.

The following table clearly explains the transition process being developed at Meadow Lane and the rationale behind it.

TIME	ACTION	RESPONSIBLE PERSONS	RATIONALE
Oct/May	Finalise intake list/numbers/groupings.	Class teacher/HT	
Autumn/Summer term	Visit all major settings to meet incoming children in their own context.	Class teacher/TA	Begin to build relationship with child and setting so easing transition.
	<ul style="list-style-type: none"> <li>Gather information from settings not found on 'All About Me' document. (additional needs, family issues, child's general demeanour etc)</li> </ul>	Foundation co-ordinator	It has been recognised that the 'All About Me' document does not lend itself to the transfer of often important and useful information relating to the child. At ML we value such information and see it as often very helpful in the successful transition of children, parents and their families.
	<ul style="list-style-type: none"> <li>Leave personalised book ' My New School' for child to take home and share with parents over summer.</li> </ul>	Class teacher	To familiarise child and parents/carers, in a non - threatening and accessible way to concept of school; to introduce the child's teacher and TA; activities etc that take place in school.
Autumn/Summer term	Home visit any children that are not attending a pre-school setting.	Class teacher/TA	These children are often those most vulnerable to difficulties with settling into school. To familiarise child and parent/carer, in a non-threatening and accessible way to concept of school; the teacher and TA; activities etc that take place in school.
Autumn/Summer term	Visits by small groups of Pre-School children, accompanied by adults, in the afternoon.	Pre-school staff	All providers
Mid November/ Mid June	Begin visits for incoming children and parents/carers. All visits to be with the teachers and TAs the children will be allocated to in Sept and in the classes they will inhabit.		
	<ul style="list-style-type: none"> <li>Visit 1 – 1hr 'Stay-and-Play' session with children's' teacher and TA, in the class the children are allocated to. Parents/carers to stay.</li> </ul>	Allocated Class Teacher and TA, Parents/Carers, children.	Gather birth certificates and check numbers. Introduce children and parent/carers to school setting and teacher and TA. Build relationships with children and parents. Allay fears.
	<ul style="list-style-type: none"> <li>Visit 2 – Story and games. Parents/carers stay for coffee and chat in school.</li> </ul>	Allocated Class Teacher and TA, Parents/Carers, children.	Parents/carers build relationships and feel at ease in school environment..
	<ul style="list-style-type: none"> <li>Visit 3 – Story and games. Parents/carers meeting with JR for induction. Parent liaison sheet and health sheet to be completed and handed in by parents.</li> </ul>	JR, Allocated Class Teacher and TA, Parents/Carers, children.	Gather all relevant info from parents. Give parents time for questioning so alleviating worries that then maybe transferred to children. Disseminate important info necessary for smooth start to year. Outline what we at ML offer and the reciprocal expectations.

Start of Year Sept/ Jan	Stepped start to beginning of school year to ease incoming children into routines.	Class Teacher and TA, Parents/Carers, children.	At ML we recognise that the first few days of school can be both tiring and stressful for children and parent/carers. By slowly increasing the length of the child's stay over the course of the first week we aim to alleviate such problems.
On-going work	To continue to strengthen links between ML and our main feeder settings through teacher visits in both directions. Offering support (sharing skills, resources); collecting 'soft transfer' materials (games, songs etc) ; negotiating delivery of skills ( phonics, pencil grip etc). to develop common transfer materials.	RK	Through these visits we aim to develop a shared understanding of the skills and attributes that we aim for children to have on entry to ML. This in turn would help to ensure that the bulk of our incoming children have a common experience and starting point thus enabling us to have a more defined 'target group' at the start of the year so increasing the effectiveness of our delivery.

### **Transition : Foundation – Year 1 and Year 1 - 2**

The two elements of effective transition:

1. The transition experience for children in terms of their preparation for the new situation, the opportunities provided for them to get to know the new environment and the people they will meet there.
2. The effective transfer of information about children's prior experiences and achievements.

#### Children

- . Year 1 school councillors to go to new classes and share views and answer questions from Foundation children.
- . At least 2 planned sessions of 1 hour with new teacher and new class.
- . children to write a postcard to their new teacher in the holidays about what they have been doing (resources provided by school). The teachers will also write a letter to their new class and provide a photograph. The children's letters will be displayed in the new classroom.
- . Photographs of new classes to be displayed in school to enable the children and parents to become familiar with the classes.
- . Transition story book used for visits and first two weeks in school – whole school book.

#### Staff.

- . All staff given some time to discuss the children they will be receiving to go through assessments, etc
- . Take photos of their new children to display on the walls, alongside letters and postcards.
- . See new parents informally at open evening.
- . Display work from new children in the classroom.

#### Parents

- . A letter will go home in July informing parents of the new classes and any transition arrangements.
- . Appointments with the new teacher can be made on request.
- . They will have the chance to meet the new teacher more informally at the summer term open evening.
- . An induction meeting will be held early in the Autumn term in each class.

The first two weeks back at school in September to be used as a settling in time – circle time, PSHE, class rules, friendship groups, etc. This is also a time to develop the classroom environment with displays, etc.

### **Transition from Meadow Lane to College House**

The school works closely with the Junior School to ensure the children and parents feel ready for their transition to junior school. There is close liaison between the two schools throughout the year to provide continuity for the children.

Specifically the transition practice involves:

#### **Autumn and Spring term:**

- Infant children attend Junior school class assemblies
- Year 3 children visit Year 2 children to share their favourite books
- Year 3 children attend infant Christmas concert dress rehearsal
- Infant children attend Junior dress rehearsal
- Joint Christmas carols at College House
- Year 5 children share a book with Year 2 children on World Book Day
- Year 2 teachers and Infant school Head teacher visit the Year 3 classes to see how the children have settled in to their new class and ask them if they have any suggestions for improvement
- Team teaching – Year 3 teachers work with Year 2 teachers to share practice

#### **Summer term:**

- Junior school Head teacher visits Infant school to talk to the parents of the Year 2 children
- Year 3 teachers visit Meadow lane to meet the children in their new class
- Year 2 children visit their new classes for a whole morning, have a tour of the school with a Year 5 ‘buddy’ and have lunch at the Junior school
- Year 2 children go to Junior school for the morning to again familiarise themselves with the layout and see their class and new teacher.
- Between key stages there and stay for lunch to which their parents are invited too
- Year 2 teachers liaise closely with Year 3 teachers to transfer information about children
- Year 2 parents invited to a Parents Induction meeting at College house
- Extra visits are arranged for children to visit College house if teachers feel they need more support.
- Parents events are arranged at Meadow Lane and College House.
- College House SENCO attends case conferences for any children who are transferring to the Junior school the following term

Throughout the school year cluster meetings are held between subject leaders who discuss the implementation of new initiatives across the two schools, different policies, assessment details and any other issues that may affect transition.

The leadership team reviews and evaluates these transition arrangements to ensure we meet the needs of the children and their parents at all stages of the process.

