



## Lee Brigg Infant and Nursery School Transition Policy

Date	Review Date	Lead
January 2021	January 2023	S Gordon

***Please also see the 'Transition' Pages on our school website***

### **Definition:**

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

### **Introduction:**

Children need to feel secure and confident to face the challenge of starting school or a new class. 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 process.

Entering a new situation (a new classroom and a new teacher) can be a stressful time and some points of transition e.g. going to school for the first time or moving key stages, can be especially challenging for some pupils. This can be due to the change of building, a more formal classroom approach or being in a larger or unfamiliar environment. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

At Lee Brigg Infant & Nursery School, we endeavour to ensure a smooth transition for pupils, whether this be between year groups, on entry from their nurseries and pre-school, on exit from our school to their new junior settings or to their new school should they move mid-year.

Effective and well-planned transition enables children to feel safe and secure, parents and carers to build confidence and trust with key members of their new school family, and teachers to begin the process of building sustainable relationships in order to ensure that children make good progress during their time at Lee Brigg Infant and Nursery School (LBI&NS).

A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked, regardless of the stage they may start or complete their educational journey at Lee Brigg Infant and Nursery School. Parental / Carer understanding of, and engagement with, the

transition process is essential. Parents and Carers are their child's first teacher and as such, effective communication is an important aspect of successful transition. Communication at every level - child, parent, class teacher and school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Successful transition supports effective learning; efficient transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (both at school and home) have consistent and appropriate expectations of children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their infant school journey in Year 2.

Carefully planned transition processes should help to ensure children view education as a positive experience. Transition should support the stability of children's attainment as they move between year groups.

Successful transition should help to eliminate, and certainly reduce, any 'learning dip' which can sometimes be apparent in September, perceived by many to be caused by the long summer holiday and absence from the school learning environment. Assessments undertaken during autumn term 1 should generally, except for exceptional cases, fall in line with those undertaken during Summer term 2 in the previous academic year. With successful transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress. Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous class teacher, new class teacher, SENCo etc) to identify these children at risk and put into place rapid and effective intervention to close any identified gaps.

#### **Aims of this policy:**

At Lee Brigg Infant and Nursery School we aim for a transition process that:

- Promotes the smooth transition of children throughout their time at Lee Brigg and beyond
- Prevents and alleviates stress
- Promotes continuity of teaching and learning

We achieve this by:

- Effective Communication

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

- Parental Involvement

To ensure home/school communication channels are strong and parental engagement is high.

- Continuity and Progression

To ensure there is secure continuity and monitored progression in order to maximise learning potential.

- Induction

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

**Key principles:**

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents/carers, existing staff, receiving staff and if age appropriate, with the child themselves
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. Routines, interests, family unit
- Relevant medical information alongside and additional needs will be sourced and shared as appropriate (compliant with GDPR)
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information is discussed e.g. social and emotional concerns, special educational needs and disabilities
- Safeguarding information and Child Protection information (all compliant with GDPR) will be shared

**Transition from Home to Nursery:**

- Discussions occur between parents /carers and the Nursery practitioners at Lee Brigg Infant and Nursery School. School staff will also speak with other practitioners should the child has already attended a pre-school setting
- Individual tours of the school are offered to all incoming parents and children
- Parents of prospective nursery children are invited to an information meeting to talk through the transition process, the Early Years provision and curriculum, and to meet school staff
- Parents receive a 'Parents' Pack' with information about the school, including information about how we keep their child safe
- Nursery children visit school on several occasions during the term before they start, to become familiar with their new school and setting
- Children are part of the whole school 'shuffle up' day where they move into their new classrooms with their new teachers – more vulnerable children have the opportunity for extra transition visits if required
- Through observations and the 'All About Me' booklet a base line record is completed within the first few weeks of entry to Nursery
- Parents are invited to meet the teacher and see the child's new classroom in the first week of the Autumn Term
- A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics, 'Letters and Sounds' and reading.
- Nursery practitioners are available after school to chat to parents/carers – they are proactive in talking to parents about issues that may arise with individual children

These actions are also in place for any children ***joining our reception class***, both those who have attended our school nursery and those who have attended alternative settings. In addition

- Reception practitioners visit non-school nursery based children at their individual pre-school/nursery
- In the Summer Term Reception practitioners visit children based within Lee Brigg nursery to read stories and interact with the children in their familiar setting

**Transition from Reception to Year 1:**

In Year 1, we continue to develop the independent learning skills established in the Foundation Stage.

In their last half term in Reception, children have the opportunity to spend time in their new classroom with their new class teacher(s).

Before children move from Reception into Year 1, teaching staff meet to discuss the children's progress. Reception teachers inform the future teacher of the child's level of ability, any special educational needs and any other information relevant to the well-being and development of the child.

Moderation meetings throughout the year are held between the Reception and the Year 1 teachers, to ensure that the judgements made between the year groups are accurate and agreed, the exemplifications of the profile are used to support this process.

Information passed onto Year 1 teachers includes:

- Knowledge of phonics (phases)
- Knowledge of sight words
- Child's reading ability, including home and guided reading book band
- Writing ability
- Mathematical ability
- A printed version of each child's Early Years Foundation Stage Profile (EYFSP)
- Learning Journey Book hand over
- SEND, Child Protection, behaviour records and current attainment groupings are also shared

### **Transition from Year 1 to Year 2:**

The Year 2 Curriculum builds on and extends the experiences children have had during Year 1.

Before children move from Year 1 into Year 2 teaching staff meet to discuss the children's progress. 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. Moderation meetings throughout the year are held between Year 1 and Year 2 teachers to ensure that the judgements made between the year groups are accurate and agreed.

Information passed onto Year 2 teachers includes:

- Knowledge of letters and sounds (phases) including phonic assessment score
- Knowledge of sight words
- Child's reading ability, including home and guided reading book band
- Writing ability
- Mathematical ability
- A printed version of the cohorts attainment and progress tracking sheet in reading, writing and maths
- Maths, Learning Adventure (writing) and Reading Activities books hand over
- SEND, Child Protection, behaviour records and current attainment groupings are also shared

### **Transition from Year 2 to Junior School**

The majority of Year 2 pupils transition from Lee brigg Infant & Nursery School to Altofts Junior School. Teachers from Altofts Junior School visit to observe Year 2 children in their current classrooms. In-depth discussions take place about individual children and academic attainment, progress and social aptitudes are passed on. SENDCos from each school meet to have further conversations about vulnerable children and children with SEND. Information about children with Education Health Care Plans is shared, to ensure that good practice and successful strategies are continued at the Junior School. Year 3 teachers from Altofts Junior School teach the Year 2 children (in the child familiar setting at Lee Brigg Infant & Nursery School) and Year 2 children also meet and take part in activities with their Year 3 'Buddy' from Altofts

Junior School. Children are part of the whole school 'shuffle up' day where they move to their new school and spend the day with their new teacher. Vulnerable children, including children with SEND, have the opportunity for extra transition visits if required. A parents' transition meeting is held in the Summer term.

Meetings have previously taken place with subject leaders at the Junior school, to ensure that our curriculum prepares them well for their Key Stage 2 journey.

Where children are moving on to a different Junior School, contact is made with the new school to develop a transition program suitable for the child.

### **Children joining the School:**

- Individual tours are offered to all incoming parents/carers and children
- Time for the child to spend time with current class is offered, if circumstances are appropriate, to help them get acquainted with their new surroundings
- Parents/carers have an informal discussion with the headteacher and/or class teachers and can visit the school website for further information about our school
- A 'buddy' is identified by the class teacher to help the new child integrate
- Records from previous settings or schools are requested and passed onto the class teacher, and if necessary to the SENDCo or Head of School / Executive Headteacher.

### **Equal Opportunities**

Children and parents are actively involved in all transition processes that take place whilst at Lee Brigg Infant School. We recognise that for some children, transition may be a stressful period of time that can impact on their progress. We therefore will ensure we identify those children requiring specific individual support at an early stage and that the receiver teacher is made aware of this.