

# Northern Schools Federation

## Transition Guidelines



### Rationale

Pupils that are part of the Northern Federation make several transitions;

- Into the Foundation Stage,
- From Foundation Stage to Year 1
- From Key Stage 1 to Key Stage 2
- From Year 6 to KS3.

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 / carers make these transitions 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
- A smooth continuation in their learning which enables the children to carry on making expected progress

Effective transition aims to ensure parents have:

- The relevant information that they need
- The opportunity to discuss their children's individual needs if relevant

### Strategies to ease transition

From Pre-school to Foundation stage:

- Regular, timetabled meetings throughout the year between pre-school and Early Years Leaders.
- Joint events to be held with the pre-school and YR throughout the year; Christmas party, Easter hunt, summer picnic, sports events, assemblies
- Parents encouraged to make appointment to look around school on application
- Foundation Friday; Mixed pre school and YR structured play sessions with Pre School and YR staff

### **Spring term**

- Early Years Leader visits pre-schools to make initial contact and visit child. Pre-schools are invited into school with the children.

### **May / June**

- Stories and Rhyme sessions held once a week in the YR rooms for 3 weeks, led by class teacher and teaching assistant. The sessions are available for all children coming to the school and their parents and carers.

### **June**

- Pre-school and Reception staff to have a 'handover' meeting to discuss individual children.
- SENCO to be involved in all discussions regarding children with SEN.
- Extra transition arrangements to be put in place for children with SEN.
- End-of-Pre school assessment, observations and samples of children's work to be passed to YR teachers.

### **July**

- Parents' meeting for new Reception parents/carers.
- Parents and children spend an afternoon with their child in the class.

### **September**

- During the first week of term, the foundation stage team will carry out home visits for each child.
- YR children to use own outdoor play space.
- YR to be on a separate lunch sitting from Years 1 and 2
- Key worker system to be used to enable the parents and children to have an identified adult to support them.
- Pre-school and Foundation stage staff to continue to meet regularly, to evaluate and review the arrangements for transition.

### From Foundation Stage to Key Stage 1:

- Foundation Stage children to make weekly visits (with a familiar adult) to Key Stage 1 classes during June and July for gradually longer periods of time e.g. a short story, a short activity, then maths, etc.
- Year 1 teachers to visit Reception classes for a range of sessions to familiarise themselves with the children and see the children where they are most comfortable.
- Internal moderation of EYFS scores involving all Key Stage 1 teachers.
- Cross-phase meetings to be held for Reception and Key Stage 1 staff to hand over information.
- Parent meetings in the summer term to inform parents on similarities and differences between the Foundation Stage and Key Stage 1.
- Foundation stage achievement meetings to discuss children's progress
- Children to take part in 'Moving Up Day' attending a whole day in their new class
- Less formal curriculum for the first half term according to children's needs
- Parent meeting in the summer term to explain routines in Key Stage 1.

## Key Stage 1 to Key Stage 2:

The key focus for transition between Year 2 and Year 3 is to ensure that all children's learning pathways continue as smoothly as possible during the transition to junior school. The aim is that the federated schools are seen as one continuous provision where pupils are seamlessly continuing on their learning journey.

Out transition process take place in addition to ongoing federated events throughout the year such as assemblies, sports days and fayres.

Parents are informed of our comprehensive transition process and the need for it to be seen as a progression to the next phase of learning not as an end and new beginning. They are given the dates for all of the transition events throughout the summer term so that they are able to discuss their child's experience with them at home.

### **During the second half of summer term:**

- Children visit the junior school on a weekly basis for gradually longer periods of time, e.g. playtime; then playtime and maths; then English, playtime and maths etc
- Year 2 teachers and children visit Year 3 classes for a range of core and foundation lessons to familiarise the children with their new learning environment and help put any worries at ease about how learning might be different at the junior school
- Children attend Wednesday playtimes with the Junior children
- Children have an additional lunchtime at the Junior school in June before 'Moving Up Day'
- All children attend 'Moving Up Day' in the summer term, where they spend a whole day in their new classes
- Year 3 teachers observe Year 2 children in their own classes. This enables them to see the children where they are most comfortable and to observe infant teaching styles and strategies
- Vulnerable children visit informally on a number of occasions to meet the key staff they will be working with and familiarise themselves with the environment
- A buddy system is established with Year 3 children which continues with Year 4 children when the new children start in Year 3

### **Before the children start in September:**

- Staff work together looking at levels of attainment throughout the year and at end of KS1 and agree assessment information
- Staff transfer data and PSHE information about the children through written records and conversations with each child's new teacher
- SEN information is shared in July
- Meetings for parents are arranged to meet the Year 3/4 team, discuss starting Year 3 in the Junior school and answer any questions they may have

### **In September:**

- Year 2 and Year 3 teachers have ongoing informal conversations about the new Year 3 children, to ensure that all children have settled and made the best start in junior school
- Year 2 teachers review Year 3 teachers' assessments, to check that children are still on a positive learning journey

## Key Stage 2 to Secondary:

The guiding principles of transition detailed above are as important for the children moving from Key Stage 2 to Key Stage 3 as other phases. There has been close partnership with our local secondary schools over a number of years. The following activities have occurred in the past successfully:

- Secondary transfer packs are given to parents with a timetable of open days
- Secondary drop-in sessions for parents (with class teachers and SENCO)
- Parents/children encouraged to visit secondary schools
- Secondary teachers visit the school to deliver lessons to our Year 5 and Year 6 children (Maths, Art)
- Visits from secondary teachers to meet pupils and answer any questions regarding transition
- Secondary teachers meet with Year 6 teachers and SENCO to discuss individual children's needs
- Reports/files on each child are passed on the secondary school
- Secondary schools provide induction days in June for Year 6 children
- Year 5 children visit secondary schools during summer term taster days
- Opportunities for teachers to visit the secondary schools during the teaching day
- We encourage secondary teachers to spend more time in our school, seeing the children in their current environment
- Vulnerable children visit their new schools across the summer term, providing a bespoke transition package
- We encourage pre-arranged visits from ex-pupils, e.g. for question and answer sessions

## **Internal transition**

Transition between year groups (Y1/2 - Y3/4 - Y5/6)

- In Key Stage 1 the teachers will visit their new classes informally
- Children will take part in a 'Moving Up Day' with their new class and teacher
- Vulnerable groups may need to have more visits and social story books to get accustomed to the changes
- Teachers will have cross year group meetings to pass on information about the children both the academic and social and emotional needs
- Any new teachers to the schools are available informally at the end of 'Moving Up Day' to introduce themselves to parents

## **Monitoring & Evaluation**

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

The effectiveness of the transition phases are monitored by the Key staff at all stages.

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

Views of Parents and Pupils regarding transition arrangements are acquired and analysed informally at the end and start of each year.

**Amended:** Spring 2017

**Date adopted by Governors:**

**Date of next review:** See policy review schedule