



Federation of Bursledon CE (C) Infant and Bursledon Junior Schools
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TRANSITION POLICY

Date approved by Governing Body:	May 2017
Date of next review:	May 2019
Committee responsible for implementation and review:	SAI

Introduction:

The Governing Body of the Federation of Bursledon Schools is fully committed to the welfare of each child.

Care and attention is given to each stage of the individual's transition to, through and beyond the schools.

Aims of This Policy:

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. foundation stage to Key stage 1, can be especially so due to the change of 'play' based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. It is therefore the aims of this policy to:

- Promote the smooth transition of children at the start of each new setting.
- Prevent and alleviate stress.
- Promote continuity of teaching and learning.

Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age appropriate, with the child.
- Discussions 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 any additional needs.
- Timescales for transition are variable to meet the individual needs of the child.

- Other relevant information e.g. social care issues, special educational needs, looked after child etc (all compliant with Data Protection Act.) will be shared on a ‘need to know’ basis.

Upon Entry to Reception

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school:

- ‘New’ parents meeting prior to their child attending
- Home visits undertaken.
- Information pack (including school prospectus) given to all parents.
- Staff visit local pre-schools prior to new intake to allow the children to meet them and observe the children in familiar surroundings.
- Individual tours offered, and time for their child to stay with the current class, to get them acquainted with new surroundings.
- Staggered induction of children to ensure their key worker can spend time with them developing routines, settling in etc.

Reception (Foundation Stage) to Year 1 (Key Stage 1)

We recognise that for some children this stage of transfer can be more problematic so try to insure a smooth transition we have looked at several areas; familiarisation, approaches to teaching and learning and transfer of information.

Familiarisation

- Attending twice a week whole school sharing assembly
- Joint playtime with Key Stage 1 children and staff, with shared equipment/activities from the second half of the Summer Term.
- Children are encouraged to visit year 1 to share good work.
- The Year 1 teacher spends time in summer term with reception class-reading story, child initiated play etc.
- Transition day in July

Approaches to Teaching and Learning:

- Opportunities for child initiated play
- Opportunities for role play.
- Take time to observe children in play activities that they have chosen themselves in order to assess their learning styles and adjust the learning experiences provided accordingly.
- Recreate the 6 areas of learning.
- Transition Book from May-Oct to illustrate learning of the child

Transfer of Information:

- Year 1 teacher is made fully aware of Foundation stage Profile for each child. These are passed onto Yr 1 teacher in summer term. Individual scores are also collated onto a spreadsheet and graphical representation to indicate the class profile.
- Phonics Phase record sheets are passed on and the Transition and Tracking Books
- Children that may need additional help are highlighted.

Infant to Junior

- Year 3 teacher is made fully aware of KS1 data for each child. Individual scores are also collated onto a spreadsheet and graphical representation to indicate the class profile.
- The Phonics Phase record sheet is passed on and the Transition and Tracking Books
- Children that may need additional help are highlighted.
- The Year 3 teacher aims to spend time in summer term with Yr2 reading a story or observing interactions.
- There is a New to Yr3 parents' evening held in the summer term, to meet key staff

All other year groups Class to Class

- Children are encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- In the summer term there is a transition day to meet new teacher.
- The receiving teacher visits the class for short spells in summer term e.g. guided reading session.
- Creative event days are run in summer term to allow interactions with different adults and children
- Transfer of records eg IEP's occurs
- To help with continuity and progress, the following most recent books will be passed onto the Receiving class: Transition and Tracking Books
- We aim to move at least one key member of each year group with their cohort to ensure that key expectations pass from year to year

Primary (KS2) to Secondary (KS3):

- Transition work completed in 2nd half of summer term.
- One day visit to new secondary school
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- Year 6 teacher completes a profile for each child to pass onto secondary school.
- Identified children (SEN, LAC) receive additional support before and after transition.
- Transfer of records to secondary school.
- Invite subject heads in summer term to work with Year 6

Equal Opportunities

We recognise that for some children e.g. special educational needs, looked after children, English as an additional language etc, transition may be a stressful period of time that can affect their progress.

The children and parents are actively involved in the process and their perceptions about transition are explored and valued