

DRAPERS' MAYLANDS PRIMARY SCHOOL

Transition Policy

At Drapers' Maylands Primary School we are committed:

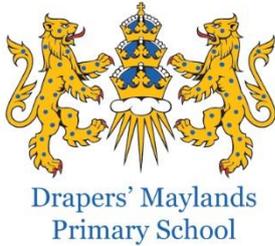
- To ensuring a smooth transition between settings, year groups and key stages for parents, children and practitioners
- To ensuring that the pace and quality of learning are maintained and that children continue to make good progress.
- To ensuring that children follow the appropriate curriculum as their needs define.
- To ensuring the transition as a process rather than an event.
- To ensuring that information is shared between different settings in terms of children's development, learning records and any other information.

Principles that underpin this policy:

- Transition should motivate and challenge children.
- Effective communication is important for successful transition.
- Timescales for transition are variable to meet the needs of individual children.
- Teaching reflects a variety of different learning styles.
- Observations will inform planning of teaching and learning.
- Children will be encouraged to learn through play and first hand experiences.

Transition into Reception (FS2):

- Home visits for children will take place during the first week in the autumn term or before a new child starts school.
- A photograph book showing different activities and areas of learning around the classroom will be shown during the visit.
- Parents/ carers will be able to make a book with details of their child in the weeks leading up to the start of school.
- Children will spend time with their new class teacher, teaching assistant and or support staff when possible, and prior to entering Reception.
- Parents will have an information meeting with key staff prior to their child starting Reception.
- Parents will have an opportunity to attend an interview with the class teacher at the beginning of the child's first term.
- Children start the new term on a part time basis, attending either morning or afternoon sessions for the first couple of weeks
- Children will also have the opportunity to stay for lunch and then go home or stay for lunch and return to class.
- Children will be able to stay full time if they are beginning to settle after the first couple of weeks.
- Reception classes follow the Early Year's curriculum.



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Transition into Year One (KS1):

- Reception children will visit their new classroom on regular occasions, to show and talk about their learning which will help them to become familiar with the setting.
- The setting will reflect the type of environment that encourages learning through play, consolidating their learning through independent activities.
- Reception children will visit Year One classrooms to listen to stories and gradually over the term time will increase, so that the children can undertake other lessons like phonics and maths in a Year One classroom.
- Assessments, data and any other record about the children are shared with Year One staff.
- Children will attend more assemblies with KS1 through the summer term.
- Children will spend time with their new class teacher, teaching assistant and or support staff when possible, and prior to entering Year One.
- Parents will have an information meeting with key staff prior to their child starting Year One.
- In Reception children will complete activities based on a story book, so that a display of their learning can be put up in their new classroom ready for them coming into Year One class.
- Reception children to complete a project over the summer holidays and return to Year One in the autumn term.
- The children will continue to follow the early year's curriculum in Year One if they have not achieved the ELGs. Other children will begin to follow the National Curriculum.
- The Reception teachers will advise the Year One teachers on appropriate groups for children with special educational needs.
- CPD training for year one staff will be offered, to support their understanding of the Foundation Stage.

Monitoring and Review:

Assessment data will be analysed to identify any areas of learning that show a dip in achievement following a transition.

Discussions with teachers, parents and children will take place, to establish their views about the transition process.

May 2015