



# Transition Policy and Procedures

## **Aims**

To manage the transition between year groups in order to minimise the anxiety felt by children and parents about the impending change.

To ensure that learning is a continuous journey throughout the Foundation Stage into Key Stage 1 and beyond.

In order to prepare children and parents for transition we will communicate with children about the move in the following ways:

A 30 minute visit to their new classroom to meet the teacher or a visit to their new school for year 2 children.

For Year R and 1 children an opportunity to hear from the current class what life is like with a chance to ask questions.

Provide a leaflet written for children that parents can share with their child explaining the main differences that they can expect.

Provide opportunities to think about preparing for change through assemblies and PSHE lessons based upon the unit of work on change from the Social Emotional Aspects of Learning programme.

Communicate with parents about the move through:

A newsletter outlining arrangements.

A leaflet designed for parents to share with their children which also contains specific information for parents.

Ongoing opportunities to meet with staff every Tuesday afternoon from 2.50pm.

An open evening early in the Autumn term to provide an opportunity for discussion about how their child has settled into the new year group.

View transition as a process, ensuring that:

Children have familiar experiences at the start of their new year.

The Early Learning Goals are used to determine learning needs in Year 1 for those children for whom this is still appropriate.

Teachers have liaison time during Raising Standard team meetings and PPA time to discuss transition and ensure that additional support is planned for those individual children who might find it harder to adjust and to discuss progress and achievement in order to ensure effective curriculum planning takes place.

Teachers of Year 2 children have time to liaise with Year 3 teaching staff from the junior school and engage in some moderation of assessments, possible at county moderation meetings.

As far as possible, experiences children value in each year group are included in their next class.