

Hillshott Infant School and Nursery



Transition Policy

2023

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1 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 in to their new learning environment in preparation for future learning and development.

2 Aims and Objectives

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained. This ensures that children continue to make the very best progress.

This policy addresses planning and assessment as well as classroom organisation and teaching styles.

3 Policy Principles

- Approaches to teaching and learning are consistent at the point of transition
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage
- There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation takes into account the particular needs of the children

4 Continuity of Teaching and Learning

At Hillshott Infant and Nursery School, we use the following processes:

4.1 Transition from Preschool to Nursery:

For more information about Nursery admissions please see the Nursery admissions policy.

- **Spring term** – Tours around Early Years/school offered to all prospective parents and children.
- **June** - The Nursery teacher reads 'transition level of need' for children entering Nursery and if necessary speaks to the child's previous setting to obtain further information about any children with additional needs.
- **June/July** - Previous settings are contacted to ask to provide assessment information (if not readily available on the 'transition level of need document) for children joining us from their setting.
- **July** - The Nursery teacher visits the local Preschools to meet the children who are due to start at Hillshott and liaise with the manager of the Preschools. Conversations with the SENCo (Special Educational Needs Co-ordinator) to take place regarding children who have additional needs to be met. Additional visits organised for these children if needed.
- **July** – Home/school visits are organised to meet children and their parents who do not attend a Preschool setting.
- **July** - A meeting for parents to share information about the Foundation Stage; meet the head teacher, business manager, team leader, Nursery teacher and to answer any questions or concerns. Parents receive a 'Parents' Pack' with information about the school.
- **July** – All Preschool children are invited into Nursery for up to 3 play sessions. Parents will stay with their child during visits.
- **September** - The children are invited to attend Nursery with parents for a 'come and play' session for an hour (either am or pm). Parents are given information about the Nursery during this session. Over the next few days the children attend for an hour each day but without their parents, to aid settling in process.
- **September** Through observations, adults will be focusing on how settled the child is (The Leuven scales), how they learn (Characteristics of Effective Teaching and Learning) and finding out what they already know and can do. Children starting Nursery will have an internal baseline completed by staff informed by observations and discussion.
- **October** Children's keyworkers are available daily during the pickup and drop off periods and during 'Family Fridays' so parents can speak with staff about any settling in concerns.

4.2 Transition from Nursery to Reception:

- **Autumn term** - Group tours offered to all incoming parents and children.
- **June** - Moderation of Nursery Learning Journals.
- **June-July** – Reception teachers to lead story sessions in Nursery (2 sessions per teacher).

- **July** – The Reception teachers read the 'transition level of need' document. They visit the local Preschools to meet the children who are due to start in Reception and liaise with the Nursery teacher. Conversations take place regarding children who have additional needs to be met and the SENCo from each setting will liaise. Additional visits organised for children if needed.
- **July** - Nursery practitioner's complete assessments and pass to Reception staff prior to the children starting in Reception.
- **July** - All children are offered 3 or more opportunities to spend time with their new class teacher, teaching assistant and in their new classroom prior to entering Reception.
- **July** – Parents of Reception children are invited to a "New to Reception" meeting to find out more about the EYFS and to meet the head teacher, team leader, Reception teachers and to answer any questions or concerns.
- **July** - Parents receive a 'Parents' Pack' with information about the school.
- **September** - There is a phased introduction to full time school over the first week to ensure a smooth entry into Reception.
- **September** - The Reception staff are available before and after school to chat to parents – they are proactive in talking to parents about issues with individual children.
- **September** - Through observations, adults will be focusing on how settled the child is (The Leuven scales), how they learn (Characteristics of Effective Teaching and Learning) and finding out what they already know and can do. The Reception Baseline Assessment (RBA) is completed for all children entering Reception in line with statutory requirements. New Reception starters, will also have an internal baseline completed by staff informed by observations and discussion.
- **Autumn term**– Parent session offered to support with the teaching of phonics.
- **Autumn term** – Gradual introduction to assemblies.
- **Autumn term** – At lunchtimes children play in the Reception playground to begin with then move to the whole school playground later in the term.

4.3 Transition from Reception to Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on methods of teaching and learning.

- **June** - Moderation of Reception Learning Journals. Year 1 teachers to agree profile data and to expand on this by including the narratives on the characteristics of effective learning for each child.
- **June** – Class teacher visits their new class and reads them a story, at least twice before the end of the year.
- **June-July** – Reception teachers to lead story sessions in Year 1.
- **July** - All children have a session with their new class teacher, teaching assistant and in their new classroom prior to entering Year 1.
- **July** - EYFS Profiles, learning journals, phonics assessments, examples of writing, parent consultation records, end of Key stage reports and suggested groupings for the children are passed to the new teacher. Reception and

Year 1 teachers meet to discuss the children in the class and topics taught during Reception.

- **July** SEND children may require extra transition support such as additional visits to their new class and/or photo leaflets. The SENCo and any external advisors will provide advice for individual pupils as required.
- **July** – Teachers meet to agree Year 1 baseline data.

Once transferred to Year 1:

- **September** - A “New to Year 1” meeting will be held for the parents of the children starting to inform parents of the changes in curriculum.
- **September** - Children continue to work within the Early Years Foundation Stage Profile for their first term where necessary.
- **September** - Year 1 teachers to incorporate elements of the EYFS curriculum into their routine. Children have access to provision through Child Initiated Learning which is pitched at the Year 1 curriculum. Children's lessons to be planned with the 'Characteristics of Effective Teaching and Learning' in mind to ensure lessons are active and engaging.

4.4 Transition from Year 1 to Year 2

- **June** – Class teacher visits their new class and reads them a story, at least twice before the end of the year.
- **June** – Individual transition plans will be made for pupils with SEND, if needed. These will include additional visits to the classroom.
- **July** - Children will visit their new classroom and have a lesson with their teacher.
- **July** - Teachers meet to exchange the following: phonics level, benchmarking assessments, end of year assessment information and class folders for all children in their class. They will discuss any vulnerable pupils and additional information about the class.

4.5 Transition from Year 2 to new school

- **Autumn term** – Pixmore Junior School offer tours to prospective parents
- **May** - PSHE lessons are taught to include managing change and transition.
- **June** - Children with SEND will usually be offered a pre-visit to their new school in addition to the usual transition day.
- **June** – Individual transition plans will be made for pupils with SEND, if needed.
- **June** - The next teacher is invited to come and join the class to observe and meet with the current class teacher.
- **June** – School events such as Sports Day take place on the school site to familiarise children with their new environment.

- **July** - Teachers exchange the following: phonics level, benchmarking assessments, end of year assessment information and class folders for all children in their class.
- **July** – parents are invited to a 'new to year 3' meeting organised by Pixmore Junior School
- **July** – All children take part in a whole-school transfer day. Year 2 children will spend the day at Pixmore or other new setting.

5. Transition and SEND

- If parents are worried about their child's transition, they may request a meeting with the class teacher and SENCo to discuss arrangements.
- When children with SEND move to another setting, our SENCo liaises with the receiving school SENCo to discuss any support that has been put into place and recommends possible next steps.
- For children that require extra transition support, pre-visits to their new class/school will be arranged.
- Transition photo leaflets are made each year to support SEND children with understanding their new class. These leaflets provide information on the adults they will see and the environment they will be in.
- For new SEND admissions, our SENCo liaises with previous school to understand what support is in place and make arrangements for the support to continue if possible.
- Some SEND children may receive additional support for transition such as:
 - Intervention groups
 - Protective behaviours
 - Coping strategies for managing change
 - Visual timetables
 - Additional visits to their new class
 - Extra parental communication

6. Children joining mid-year

- Individual tours are offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings.
- Parents receive a 'Parent Pack' with information about the school.
- New children assessed in the first weeks of entry by the class teacher and or SENCo.
- A 'buddy' is identified to help the new child integrate.
- Records from previous school are made available to the class teachers / senior leadership and SENCo.
- Class teachers make contact with previous school and teacher with parents' consent.

7. Equality, Diversity and Inclusion

Children and parents are actively involved in all transition processes that take place while at Hillshott and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

8. Emergency changes to this policy.

At the time of writing this policy there are no legal restrictions in place limiting visitors into schools or transition activities taking place. Should schools close or restrictions be placed on schools due to Coronavirus or other unforeseen circumstances, adaptations may need to be made to this policy.

Appendix 1:

The Leuven Scales for Well-Being and Involvement

Well-Being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

Level

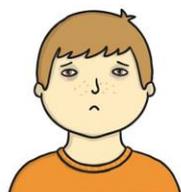
1



Extremely low

The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.

2



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

3



Moderate

The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

4



High

The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

5



Extremely high

The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.