



Transition Policy 2018

Transition Policy

Introduction

At Hawthorn Tree School we realise the importance of children's well-being when moving from one setting to another and also when moving between year groups in our school. They are all challenging transitions in a child's life and we aim to ensure that the transitions are as smooth and positive as possible by taking the steps outlined in this policy.

Early Years Foundation Stage

The Early Years Foundation Stage extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday). A number of children come into our school from a previous setting, however, since expanding to a PAN of 60, there are a significant percentage of children who begin school without attending a previous setting. Similarly, a number of children enter our setting mid-year, with little or no English and no previous setting, consequently impacting on the progress that they can potentially make in comparison to the other children in the cohort.

The Early Years Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals in the statutory framework set out what is expected of most children by the end of the Early Years Foundation Stage.

The majority of children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

Transition from Hawthorn Tree Community Children's Centre (HTCCC) to our school and our Transition Cluster Links.

Our school has very close links to HTCCC. This ensures that the teaching staff in our school and the staff at HTCCC are aware of the setting the children come from and where they go to when they leave. As part of developing the continuity between our own setting and HTCCC we are both part of the Boston East transition group which meet regularly throughout the year in order to develop strategies to improve transition between local nurseries/feeder settings and the local schools.

The transition cluster also funded the Louis puppets which are used in books that our school makes for the nurseries called 'All about school'. The books have pictures of our setting and our staff so that the children have an awareness of where they are going to and who they expect to see when they arrive. The use of Louis is very effective as playgroup have a small Louis and school have a larger Louis so that the children see that as Louis grows up he too

has to change and adapt to a different setting and meet new people. This has worked very effectively and the children respond well to a familiar face when they begin school.

Louis is also used to explore PSED issues which may arise in the first term of school or throughout the school year, e.g. Louis is upset because he cannot find his peg. The children then share thoughts, ideas and feelings on how to help him to make him feel better. This mirrors concerns and anxieties that the children have when they begin school and allows them to understand that the worries that they have are shared by other children in their class.

Sharing Information from home with school

Furthermore as part of the transition between the nurseries/playgroups and HTS the children are provided with 'All About Me' books. The books are filled out by the children and the parents and allow the children to share key information such as members of their family, their favourite toys, their best friend, what makes them happy and what makes them sad. These books are then collected by the nurseries and playgroups and the children bring them with them for the taster sessions which they attend at our school during the summer term. The children then share the 'All About Me' books with their future teacher and teaching assistants.

Sharing Information from HTCCC and other nurseries with HTS staff

During the Summer term the staff who will be working with the new reception children visit the feeder nurseries and especially HTCCC. This enables our school staff to see the children interacting and learning in their setting and provides an insight into how each child enjoys learning the most. The staff at the nurseries and HTCCC share key information about each child and also their individual Learning Journey books. These are very useful as they give the staff a clear indicator of where the children are in their learning and where they need to go next in order to move on. This information is then put into the children's school learning journeys and used as a baseline assessment in September when the on-entry assessment against the Development Statements is undertaken.

Taster sessions for reception children

During the summer term the children which secure places in our school for the following September are then invited to a couple of taster sessions. These sessions last for approximately two hours in which the children are provided with the opportunity to acquaint themselves with the surroundings and interact with the staff in our school and the other children who they will be attending school with in the following September. One of the taster sessions is a 'Bear Hunt' in which the parents are invited to come along to and the children bring a picnic and re-enact the familiar children's story 'We're Going on a Bear Hunt'.

New Parents Evening

During the Summer term the EYFS staff run a New Parents Evening to provide all of the parents with a clear insight into what happens when their child begins school and also provides the school with the opportunity to explain to the parents what is expected of them. All of the Early Years Foundation Stage teachers and teaching assistants attend the new parents evening along with the Headteacher, our Chair of Governors, the hot school meals co-ordinator and a representative from our Parents and Friends Association. The evening gives the parents an insight into the Early Years Foundation Stage Curriculum in our school, the school uniform expectations, suitable P.E wear, appropriate food for their child's pack-up or alternatively the options which are available through our hot school meals scheme. Finally our Headteacher reinforces the importance of the parents involvement in their child's education.

Transition from Key Stage One to Key Stage Two

The transition from the Early Years Foundation Stage to Key Stage One is a smooth transition with aspects of the EYFS being reinforced for those children who need it. Similarly, the transition from Key Stage One to Key Stage Two is a reasonably smooth transition. The Year Two teachers and Year Three teachers work closely alongside each other in order to ensure that the needs of the children are met when they enter Year Three. The school recognises that this is one of the most challenging transitions for the children to make in school; hence why the staff liaise closely to ensure each child settles in well into their new year group. Furthermore, to ensure a positive transition between the year groups a 'Move-Up Day' is organised during the Summer term to allow the children to familiarise themselves with the surroundings and staff that they will be working alongside in the forthcoming year. This works well for the children and staff set out their expectations for both behaviour and learning for the following year.

Transition from Year Six to Secondary School

It is paramount that our year six children leave Hawthorn Tree Primary School with the knowledge, skills and confidence to develop their education further in a successful manner at secondary school. In order to ensure this happens, we provide a good support network and host of activities throughout the year to enable our children to make this transition smoothly.

At the beginning of the year we hold a year six curriculum evening. This evening informs our parents of the support their children will gain: Preparation for 11 +, SATs, the nurses talk on relationships and reproduction, drugs awareness, visits and activity days to secondary schools, residential trip to London and curriculum and homework preparation for secondary school. See year 6 curriculum evening pack. This evening provides a stimulus and guidance for parents to ask informed questions in parents evening and throughout the year.

In term 5 and 6, the children have a taster day at their secondary school. In order to prepare our children for this day, we group the children into their choices of secondary school and each group then works with our learning mentor on a transition booklet. This gives them an opportunity to ask questions and think about the next steps into secondary schools. The learning mentor works with the children over several weeks, giving them ample time to consider challenges and aspirations from their next steps on their education journey. Each group has a visit from their head of year from the secondary school.

Prior to this visit we complete and share transition forms with the tutor, this enables the secondary school to have a good understanding of our year 6 children from an academic and social aspect. See transition forms. This is an important meeting as the year 6 teacher, the teaching assistant and learning mentor disseminates detailed information about each child therefore relevant information and assessments are passed on so secondary schools are able to build on the children's foundation of knowledge and skills with up to date information.

To be updated January 2020.

Signed: _____