

BYRON COURT PRIMARY SCHOOL TRANSITION POLICY R TO Y6

1.0 INTRODUCTION

- 1.1 At Byron Court Primary we develop the full potential of all learners to enable them to make a greater contribution to our society.
- 1.2 We are an inclusive school where pupils, parents, staff, governors, the L.A. and local services work in partnership to meet the needs of the children.
- 1.3 We ensure that the transition between stages is a smooth and closely monitored process.
- 1.4 We ensure that all learners are supported throughout transition by planning for sound communication between all practitioners involved.

2.0 AIMS

- 2.1 To ensure that a smooth and successful transition is made for all children at all Key Stages.
- 2.2 To ensure that the quality and pace of learning is maintained throughout and children continue to make good progress.
- 2.3 To use the Early Years Foundation Profile to inform planning for the Autumn Term of Y1.
- 2.4 To use assessment data to inform planning in Years 1 to 6.
- 2.5 To ensure successful transition from Reception to Y1 as a result of a gradual implementation of a more formal KS1 curriculum.
- 2.6 To prepare children for the new challenges and teaching and learning styles offered on the next step of their learning journey.
- 2.7 To monitor children's progress as they undertake this change and support them in their learning.

3.0 THE ROLE OF THE TEACHING AND LEARNING LEADER

- 3.1 To ensure that records are up to date.
- 3.2 To ensure there is a dialogue and sharing of data between old and new teachers.
- 3.3 To report to the Leadership Team (LT) any issues related to transition.
- 3.4 To prepare Year 6 pupils for their transition between Primary and Secondary education.

4.0 THE ROLE OF THE FOUNDATION STAGE LEADER

- 4.1 The Foundation Stage Leader (FS) will take a lead in the transition process to Key Stage 1 to ensure that it is smooth, happy and effective for both children and staff.
- 4.2 The FS Leader takes responsibility for reporting to the LT on the process and to inform them on changes to national initiatives or policy related to transition.
- 4.3 The FS Leader will keep up to date with issues related to this area and inform all staff of CPD opportunities related to transition as well as taking a lead on in-house training.
- 4.4 The FS Leader will keep parents informed of the transition process.

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4.5 The FS Leader will ensure that links are made between the school and main nursery providers. In circumstances, where no nursery has been attended, a home visit may be offered.

5.0 THE ROLE OF THE ASSESSMENT LEADER

5.1 To ensure that data is transferred between all stages.

5.2 To support staff in the analysis of data to inform planning and assessment.

5.3 To identify children who fall below the expected level on the Early Learning Goals and ensure that those children continue to cover Early Learning Goals in the first term of Y1.

5.4 To identify children in Years 1 to 6 who are at risk of not making two NC sub-levels of progress and ensure intervention is provided.

6.0 THE ROLE OF THE CLASS TEACHER

6.1 In Y1 to become familiar with the Early Learning Goals (ELG) and teaching and learning styles in the FS.

6.2 In Y1 to provide opportunities for child initiated learning through play as well as directed, focused activity.

6.3 In Y1 to build towards a more formal teaching environment over time, increasing time spent sitting and listening so that children remain motivated, enthused and eager learners.

6.4 To discuss the transition of individual children during the Summer Term.

6.5 To ensure that planning reflects the transition process and caters appropriately for all children's needs.

6.6 To ensure that the classroom environment is conducive to a smooth transition between stages.

7.0 THE ROLE OF THE TEACHING ASSISTANT

7.1 To support the class teacher with transition strategies.

7.2 To be aware of the needs of all pupils, especially the very youngest in Reception and Year 1.

7.3 To work together with the class teacher to create a positive environment to ensure smooth transition between stages.

8.0 IMPLEMENTATION

8.1 Successful transition will build upon and extend prior experiences.

8.2 Links will be established and maintained between all year groups throughout the year and especially towards the end of the Summer Term.

8.3 Children will visit new classrooms and their prospective teachers towards the end of Summer Term.

8.4 Y1 teachers will visit the FS classes to tell stories, team teach lessons or lead circle times towards the end of the Summer Term.

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8.5 Children in Y1 will have access to a range of resources including malleable and mark making materials, construction kits and where appropriate, sand and water as well as being able to take their learning outdoors.

8.6 Children transferring from nursery will attend an initial interview with their parent(s) /carer(s) followed by a planned visit to the FS setting.

8.7 Staff involved will meet throughout this process to ensure continuity of provision.

9.0 MONITORING & EVALUATION

9.1 Assessments of pupil progress will be made by class teachers (Pupil profiles, EYFS and assessment data) and these will be shared with all staff.

9.2 All data will be shared and analysed, especially to identify any children falling below national expectations.

9.3 FS Leader and class teachers will ensure that documents and records are transferred and clarified between year groups / Key Stages.

9.4 The Assessment Leader will monitor progress of all pupils, regular tracking will ensure that needs are addressed.

9.5 Children already identified as having Special Needs will be monitored closely throughout transition as will those identified as vulnerable to under achievement. Information will be shared, as appropriate, with the Inclusion Leader and additional support will be deployed where necessary.

9.6 Planning will be monitored by the Teaching and Learning Leader and the Leadership Team.

10 REVIEW

10.2 Date of policy – May 2014

10.3 Date of review – May 2017