

Brampton Primary School

Transition Policy



Building Personal Success

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Date: June 2024

Next review date: May 2026

Defining 'Transition'

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one-year group to the next in the early years and KS1. This is different from 'transfer' which describes the movement from one school to the next. Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of KS1.

Rationale

Brampton primary (BPS) is a larger than average school with the capacity to hold 104 place nursery (1 x 26 place nursery classes am, 1x 26 place nursery pm and 1 x 26 (30 hour places) and four 30 place reception classes.

At BPS the children are paramount and the transition policy is designed to be flexible to ensure that the children have the best start in our school. We are dedicated to ensure that the children build positive relationship with the adults in the EYFS and KS1. We aim the children become confident and communicative learners.

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Aims and Rationale

This policy is a formal statement of our intent for EYFS to Year 1 transition. It is important to create a whole school approach, with children, staff, parents, governors and other stakeholders and agencies having a clear understanding of their roles and responsibilities. We want the children at our school to experience a smooth educational and emotional transition from one phase to the next.

Principles Underpinning the Policy

- Children should enjoy the transition process
- The transition should motivate and challenge children.
- Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition. Transition includes changes in environment, circumstances and relationships.
- Approaches to teaching and learning should be harmonised at the point of transition
- Styles of teaching and learning should meet the needs of children and not preconceived notions of what is or is not appropriate for the next phase/Key Stage
- There should be a professional regard for the information from the previous setting/phase
- Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.

- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Transition is about the setting fitting the child, not the child fitting the setting.

Transition Overview

EYFS - into BPS Nursery

- School Nursery tours offered by Middle Phase DHT prior to applications (currently Friday mornings)
- The nursery team aims to work closely with parents and carers to ensure their child(ren) built positive relationships
- Home visits for all children are undertaken in September by the nursery classes team
- Staggered start dates which we are trialling the younger children attending first
- Flexible start dates are available and parents are encouraged come in and spend time with their children engaging in activities
- The length of time parents are required to initially stay with their child is flexible, as some children will need a short time to settle, where other children may need more support to settle into the nursery routine
- Children are invited to 3 weeks of planned Stay and Play sessions
- Key Persons are allocated after the children have started to ensure children build positive relationships with class adults

EYFS - Nursery to Reception

- School Tours offered by Middle Phase DHT – (Currently Friday mornings)
- Other nurseries are contacted and visits from class teacher are arranged
- EYFS assessment and Portfolios are passed on to new teacher
- BPS Nursery Children – have regular classroom visits term before, reception teachers invited to swap for story time term
- The child's previous teacher/new teacher professional conversations are planned and recorded
- SLT and nursery and reception team consulted on arranging current children into classes
Children released from Brampton Nursery session to visit new school
- Other Nurseries or Preschools – visit BPS where possible
- Nursery teacher/EYFS AH available to speak to new teacher

September Start

- Week 1: Parent induction meetings, over three days.
- Week 2: 6 children to attend for one full day. Children stay for dinner with support of the teacher and nursery nurse/TA
- Week 3: All children start on prearranged start date
- Baseline completed as per the Government outlined dates

EYFS/KS1 - Reception to Year One

- Year One teachers offered to observe learning in Reception
- Reception children to visit the year 1 classes
- RWI Lead to undertake phonics assessments
- Teacher professional conversation, notes shared with YGL/AHT
- EYFSP results, class teacher reports, learning journals and writing books passed on
- Meet the teacher drop in, after school

SEN Children

- Inclusion Leader to be closely involved with transition of vulnerable children.
- Where possible continued ongoing support through a familiar adult is arranged
- Children with SEN have a separate transition process arranged

Looking Ahead

With input from the reception and YR 1 team the EYFS and KS1 Leaders produce an annual transition timetable. This will contain the different activities and time slots that will be dedicated to the transition of the children from Reception to Year 1. Please see Appendix A for a model timetable. This will include a 'moving up day' where the time is dedicated to children going up to their new room for short periods.

There will also be a timetable set up for teachers to visit their new class for story time and times when the children visit their new class. SEND children have regular visits to Y1 classes at different times, e.g. break, story time, music, with familiar adult accompanying them

Curriculum

A mixture of the Early Years guidance, Development Matters, and the National Curriculum are used to inform planning, depending on where the children are in their development. All children at expected levels will begin to be planned for using the national curriculum. Those children who are entering Year 1 working at an emerging level will be planned for using the development matters document in conjunction with the National Curriculum and, the Equals curriculum are considered.

Assessment

Handover meetings during which each Y1 teacher meets with the reception teacher to discuss EYFS data take place. Children are discussed in detail with individual needs covered and targets agreed for children to continue working on in the Autumn term. Assessment information is stored on Sonar.

Planning

Planning is based upon children's' needs and interests wherever possible and assessment information from the previous class. Reception and Year 1 teachers share professional knowledge and Reception teachers take time to explain the EYFS assessments that are in place. We aim to ensure that Year 1 teachers broaden their understanding of the EYFS and attend appropriate courses where these are available.

Leaders from both EYFS and Year 1 discuss the autumn term planning strategies and where applicable tailor it to the needs/interests of the cohort. Staff will use the early learning goals objectives when appropriate.

Reception plans are adapted to enable guided group work and challenges and to enable the children to take more responsibility for their learning. Year 1 plans ensure that the children gradually become more independent through high expectations of individual and group work. Activities are interactive, with a mixture of adult led and child initiated. The plans follow the EYFS curriculum, with challenges for the children who are ready.

Organisation

Year 1 teachers organise their classrooms to provide quality teacher directed activities in addition to planning for quality continuous provision with one classroom set up as an Early Years room. Resources are used to maximise learning opportunities and used to promote creativity, awe and wonder and to maximise the use of the outdoor learning spaces to reflect reception provision.

Appendix A: Transition Timetable

Time	Year	Steps	Monitoring and Assessment	Person(s) Responsible
Summer Term May/June	Rec/ Y1	Moderation meeting to agree standards, particularly across boundaries	Moderation outcomes shared	Assessment Leader (AW)
Summer Term June	Rec	Informal meeting, facilitated by Inclusion Leader between Reception and Year 1 teachers (when known) to discuss children with specific needs. Reception planning modified in accordance to discussion, e.g. TA support.		Inclusion Leader (OA)
	Rec	Inclusion Leader meets identified parents of children who are vulnerable during transition. Discussions are had about how school and home can best work together to ease the transition period.		Inclusion Leader (OA)
	Rec	YGLR, YGL1, Inclusion leader, Phase leader meet to determine which curriculum the children will need in the Autumn term 1.		Phase leader (SR)
Summer July	Rec	Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional development focus	EYFS Profile submitted to the LA	Phase leader (SR) YGL (KT)
	Rec	Year 1 teachers visit Reception children, teaching sessions in familiar setting.		DHT (AW)/AHT (SR)
	Rec / Y1	Morning transition session (or sessions if required) in Year 1 with new teacher	Phase leaders to monitor and request additional sessions if necessary	DHT/AHT Phase leaders YGLs
	Rec/Y1	Handover meetings between Reception/Year 1 teachers and TA's		DHT/AHT (AW/SR)
Autumn Term 1				
Week 1 – 4	Y1	Play-based activities, using Reception model, with teacher led group activities to support the development of basic skills, meeting the needs of individual children.		CTs and Phase Leader (SR)
Week 5	Y1	Children assessed for Autumn half term 1 and targets set/amended for end of Key Stage and end of Year 1	NC assessments, EY profile for those working below expected, Equals for those with SEN	DHT (Assessment lead) (AW)

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Autumn Term 2	Y1	Move towards more formal learning, increasing the number of groups working with the teacher/additional adult until a whole class model is reached. Classrooms reduced and afternoons used for continuous provision		KS1 Phase leader (SR)
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