



## **Introduction**

This transition policy describes the process that takes place between year groups and key stages. Our vision at St Michael's is to continue the Learning Journey from the Foundation Stage to Key Stage One and beyond. Extending the Foundation Stage curriculum into Key Stage One would address this guidance, as well as meeting the needs of all children as they progress in their learning. Each child is seen as a unique individual who is entitled to a challenging and exciting learning environment that supports and extends their development.

## **Purpose**

- To ensure that children experience a smooth transition from the Foundation Stage to Key Stage One, Key Stage One to Key Stage Two and Key Stage Two to Key Stage Three.
- To ensure that the quality and pace of learning are maintained and that children continue to make progress.
- To ensure that children follow the appropriate curriculum, building on their learning in the Foundation Stage/ Key Stage One.
- To ensure that all staff see transition as a process rather than an event.
- To inform parents and children about the transition process.

## **Principles that underpin this Policy**

- Styles of learning and teaching should meet the needs of the children.
- The Foundation Stage Profile should be valued as an effective assessment tool and used to inform planning during the autumn term in Year One.
- Transition should motivate and challenge children.

## **Inclusion**

In line with our Equal Opportunities and Inclusion Policies and our Disability Equality Schemewe are committed to providing a teaching environment conducive to children reachingtheir full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture and diversity.

## **Transition in the Foundation Stage**

The Foundation Stage staff work as a team consisting of Teachers and Teaching Assistants. All staff are involved in assessments and follow the progress of the children from entry into Nursery to the completion of the Early Years Profile at the end of the Reception Year.

Built into the planning for the summer term are regular exchanges between the teachers of both year groups and observations of the Nursery children are carried out by the Reception staff within the indoor and outdoor environment.

As a result of the close liaison and similar working patterns and routines within the key stage, transition from one to the other occurs as a natural progression. Data from the Early Years Profile which have been achieved in Nursery are passed on and discussed, along with each child's learning journey. Any child who has not attended St Michael's Nursery will be invited to additional visits, where assessment information can be gathered from their previous setting.

Communication with parents has always been at the forefront of our school ethos, starting with the welcome meetings and presentations before the children start in the Nursery and in Reception. Nursery play and stay days take place, as well as two formal parent's evenings. Teachers also provide phonics and mathematics information evenings and a Record of Achievement is sent home in the summer term.

## **Transition from Nursery to Reception**

- During the summer term, the Nursery children are given the opportunities to visit their new class.
- The Nursery and Reception teachers give a welcome presentation to Parents in July. Parent information booklets, which includes arrangements for the initial transition, are given to all who attend on this evening.

## Transition from Reception to Year One

- During the summer term the Year One teacher visits the Reception class to observe the children in their Foundation Stage environment.
- The Year One teacher looks at the resources provided in the Reception classroom and how they are labelled in order to allow continuity in the Year One classroom.
- Reception children are integrated into the big playground during morning playtimes in the final summer term to enable them to become familiar with different surroundings and expectations.
- Opportunity is provided for all children to visit their new classrooms. This visit helps the children to become familiar with the new classroom, new routines and new staff.
- Opportunity is given for Reception staff to share and analyse the Foundation Stage assessment information and general information with the Year One teacher so that plans can be made for those children who need greater support on entry to Year One. This provides the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stage of development on entry to Key Stage One.
- Foundation Stage assessment files are passed on to the Year One teachers to be added to until the individual child has achieved the Early Learning Goals.
- During an Open Evening in the second half of the summer term, all teachers are available to meet new parents and show them around the new classroom.
- An information booklet is sent to all Reception parents during the last week before the summer break entitled 'Moving up to Year One'. This booklet outlines expectations in Year One, changes in routines, and general reminders.
- In addition, all Reception children will be given a booklet to complete over the summer holidays entitled 'All About Me'. These booklets will be shared on the first day.
- A welcome meeting takes place for all parents to attend in the first week of September. This takes place in all year groups. Termly Key Stage One

newsletters are sent home which outline the curriculum coverage and urge parents to express any concerns and needs as they arise.

- There continues to be opportunities for active child initiated independent learning through planned play and the amount of time that children in Year One spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners.
- Meetings between the new teacher and vulnerable children's parents will be arranged so that key information can be passed on to the child's new teacher.

### **Transition from Key Stage One to Key Stage Two**

- A welcome letter will be sent to parents in September, in addition to regular Key Stage Two newsletters which outline the curriculum coverage and urge parents to express any concerns and needs as they arise.
- There is also an opportunity for parents to see their child's new classroom at the final summer school open evening.
- Opportunity is given for Key Stage One staff to pass on assessments and general information with the Year Three teacher so that plans can be made for those children who need greater support. This provides the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stage of development on entry to Key Stage Two.
- Key Stage One teachers and Key Stage Two teachers have the opportunity to moderate Writing, Reading and Maths during the summer term.
- There will be the opportunity for children to visit their new classroom and teacher during whole school class swaps.
- Meetings between the new teacher and vulnerable children's parents will be arranged so that key information can be passed on to the child's new teacher.

### **Transition from Key Stage Two to Key Stage Three**

- During the summer term, the Year 6 pupils have two opportunities to visit their chosen secondary school in order to meet new teachers, sample new routines, become familiar with a new school building and experience typical lessons.

- Year 7 coordinators visit St Michael's Primary School to talk to the children about moving to secondary school and answer any questions the pupils may have.
- Year 6 teachers have one-to-one sessions with the Year 7 teachers in order to pass on information during the summer term.
- Information booklets from some secondary schools are sent to pupils about their new secondary school.
- Some schools may or may not send transition projects to be done at St Michael's during the summer term.