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## Transition Policy

Date of policy:	June 2016
Date last review adopted by governing body:	7th July 2022
Frequency of review:	3 yearly

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### 1. Introduction

At Writtle Infant School we are committed:

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners;
- To ensure information is shared between different settings in terms of children's development, learning records and any other information;
- To ensure parents, children and practitioners have adequate information relating to transition;
- To ensure the children begin their new setting or year group ready for learning;
- To promote continuity and progression in learning across the curriculum;
- To ensure that skills, knowledge and understanding gained are built on and developed;
- To develop consistency in assessment and tracking of pupils

### 2. Defining the terms

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 into their new learning environment in preparation for future learning and development. New children who come throughout the school year will be encouraged to visit before their official starting day. We will seek information from the child's last school and use this to advise us on their starting points

### 3. Our school values

The Writtle Infant School values of Honesty, Inclusivity, Perseverance, Independence and Politeness are reflected on our transition policy and promoted throughout the whole school.

### 4. Transition into Foundation Stage

- Learning Journals from Nursery are passed to Reception if they are used, often by the parents
- All children have several sessions with their new class teacher, teaching assistant and in their new classroom prior to entering Reception.
- Nursery feeder schools are visited, some visit us, and expectations for the children given to nurseries as EYFS staff visit.
- Parents are asked to work alongside their children to prepare treasure boxes to bring in the first week
- Parents have the opportunity of a doorstep meeting with their children and our EYFS staff
- Children start the term by attending in groups of 10 and stagger their times.

- There are several opportunities for parents to become more informed about EYFS, including picnic and play sessions, information sessions, for example about the use of Tapestry (online learning journal) , and school dinner tasters.
- We have transition meetings in June and we inform parents of the expectations that we have of the children when they start.
- The transition meetings are an opportunity for parents to meet each other with coffee at the start.
- Other opportunities to visit are in place, for example 6 children visiting a day with their parents over a week.
- A local business invites all the children who are coming to Writtle for a visit on the same day
- There may be extra visits for children with SEND and meetings with parents, staff and outside advisors will take place before the summer break
- When ready EYFS children begin to attend assemblies and playtimes and lunchtimes with the rest of the school
- EYFS children join the school council in the spring term

#### **4.1 Expectations for parents and nurseries for transition into EYFS**

- I can ask for help.
- I can say please and thank you.
- I can listen without interrupting and follow simple instructions.
- I am getting better at concentrating when I am enjoying something I am doing.
- I can share my toys with other children and try hard to take turns.
- I am happy to leave my parent/s and I am feeling more confident when visiting new places.
- I can put on my coat and shoes by myself and take them off.
- I can recognise my own shoes.
- I can get undressed/dressed by myself and turn my clothes around the right way if they are inside out.
- I can recognise my own clothes as they have been labelled with my name.
- I can wipe/blow my own nose.
- I can use the toilet by myself and wipe my own bottom.
- I can wash and dry my hands.
- I can use a knife and fork.
- I can recognise my name.
- I can look after my own things.
- I can look after my toys and put them away when I have finished playing with them.
- I know some nursery and counting rhymes and can tell you about my favourite story.
- I am learning how to hold my pencil correctly and enjoy using pens, pencils, paint, tape and scissors.
- I enjoy being outside, climbing, running, jumping and balancing.

#### **5. Transition into Year 1 and Year 2**

- Children in EYFS will start to use books for writing and number and the books will go up with them

- In EYFS we expect the children become very familiar with using a range of mathematical equipment as part of White Rose such as number lines, tens frames
- There are meet the teacher sessions booked during the last week of the school year for parents to discuss expectations, school routines and information and the new curriculum
- During the first half term and beyond as necessary we will continue to have continuous provision as children transfer from EYFS to Year One
- All children have sessions with their new class teacher, teaching assistant and in their new classroom prior to entering Year 1 and Year 2.
- EYFS Profiles, learning journals, phonics assessments, examples of writing, parent consultation records and suggested groupings for the children are passed to the new teacher.
- We may mix the classes before going into Year 1 and in other years if it is in the best interest of the children involved
- Playtime expectations are to be reinforced including familiar playtime games
- Key barriers to learning need to be addressed when there are swap over days
- Carousel sessions to enable more experience of tables
- Experience of using smaller pencils

## **5.1 Expectations for EYFS into Year 1 transition**

### **General**

- I can sit on a chair and use the correct seating position to work at a table.
- I can hold a pencil with the correct grip.
- I understand how to gain adult attention appropriately.
- I can work independently for a suitable period of time on a set task in a group and as a whole class.
- I can be responsible for my own belongings
- I understand the school values.

### **Maths**

- I can subitise up to 5
- Have a deep understanding of numbers to 10
- Automatically recall number bonds to 5 and some to 10 including some double fact
- I can write digits 0-9 formed correctly

### **English**

- I can write my full name including surname
- I can form most of my letters correctly
- I can write down sounds when I hear them
- I am used to writing on lines
- I can find the next space to start writing with help
- I can write a sentence on my own

## **5.2 Expectations for Year 1 into Year 2 transition**

### **Maths**

- I can count in 2s, 5s and 10s and use to solve simple problems
- I can read and write numbers to 100 correctly, e.g. 14 not 41
- I know and use pairs of numbers up to 20 and their subtraction facts
- I can add and subtract 2 digit numbers
- I know doubles and halves to 20
- I can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres

### **Reading**

- I can read accurately by synthesising sounds
- I can read accurately words of 2 or more syllables
- I can read most of the common exception and high frequency words
- I can answer questions and make inferences from my reading of a familiar book

### **Writing**

- I can use capital letters and full stops in my sentences
- I can spell some words with their correct sounds
- I can spell most of the common exception words and high frequency words
- I can form lower case letters in the correct direction, starting and finishing in the right place
- I can form lower case letters of the same size
- I can use spaces between words

### **General**

- I am responsible for my own belongings.
- I can write on lines with a clear title and date.
- I can take turns
- I can use a glue stick to stick in my own work and take pride in the presentation of work
- I understand the school values and am an example to others

## **6. Transition between Key Stage 1 & 2 (Year 2 to Year 3)**

- Almost all children attend the Junior School from the Infant school but parents now need to go through the admissions process through Essex
- Buddies from Year 3
- The Head teachers of the Infant and Junior schools will meet on a regular basis to discuss concerns around children, parents and families that are relevant to the child's education.
- The Headteacher of Writtle Junior School will attend assemblies, and special events at the infant school to establish a relationship with parents and children, likewise Headteacher of Writtle Infant School.
- The Headteachers will spend time in each other's schools to familiarise the children with the adults involved and allow for early contact for children with particular needs.
- Teacher handover meetings take place in the summer term

- A planned programme of transition visits takes place, including lunch visits, familiarisation trails, Year 3 staff taking playground duty, taking part in lesson and group activities and visits from Headteacher.
- There will be additional visits for vulnerable children or those with special educational needs.
- Year 2 children will take on more responsibility for example reading with EYFS in preparation for moving on.
- The SENCO from Writtle Junior School will meet with the SENCO from Writtle Infant School, class teachers and parents to ensure that the needs of SEN and children with medical needs will be met and there is continuity of progress. They will also carry out playground duty. One page profiles and other relevant information will be passed over between the schools.

## **7. Responsibilities**

The Governing Bodies ensure that the policy and related procedures and strategies are implemented. The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

## **8. Monitoring and review**

This policy will be reviewed three yearly, earlier if needed, taking into account the views of staff, pupils, parents and governors.

## **9. Equality statement**

*“The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.”*

## Transition Timeline – Infant School

<b>Month</b>	<b>Action</b>
<b>Sept</b>	Ongoing: attending events at Junior school and vice versa Children start Parent meetings for new classes Foundation stage meetings with parents
<b>Oct</b>	Parents meetings Picnic and play
<b>Jan</b>	EYFS attend Friday assemblies
<b>Feb</b>	EYFS on main playground
<b>March</b>	Parents evenings
<b>April</b>	Books start to be used in Foundation stage Junior school transition to be planned between Year 2/3 teachers SENCO from Juniors invited to key meetings
<b>May</b>	Joint moderation – EYFS and Year One teachers where possible
<b>June</b>	Nursery visits Pre visits for EYFS children Joint project planned for Year one children to Year Two and EYFS to Year One Parent information sessions Extra visits as needed for particular children Plan mixing of classes Visits to Junior School SENCOs meet
<b>July</b>	School council visit EYFS Work and records passed Handover meetings Safeguarding records passed and receipt obtained Pre visits for EYFS children Headteacher to meet with Headteacher of Junior school for certain information Teachers meet to discuss children Visits to new classroom and with new teacher/LSA Visits to junior school Extra visits as needed for particular children Introduce new timetables Last reading book retained from class to class