

## **KESTON PRIMARY SCHOOL**

### **TRANSITION POLICY**

The aim of this policy is to improve continuity and progression through the school and into Key Stage 3, ensuring that each child feels confident and secure within the class and whole school environment and thus is able to develop positive relationships and achieve their potential.

The practices in place are adapted as and when necessary to ensure that each individual child's needs are met ensuring that all children have the opportunity to learn and develop in an enabling environment.

Keston Primary School's Transition Policy will endeavour to

- promote continuity and progression in learning across the curriculum
- ensure that the skills, knowledge and understanding gained in each phase; are built on and developed
- help to raise standards
- increase pupils' confidence and self-esteem
- improve motivation and commitment
- encourage partnership between schools and other providers at transition
- enable teachers in all phases to learn from each other and to improve continuity in teaching and learning
- improve consistency in assessment and tracking of pupils
- evaluate impact on standards

#### **PROCESS**

Transition between all phases will include

- Open evening in the first half term to discuss any issues
- Individual meetings in the first half term on request from parents or staff
- Class exchange visits in July
- Open evening in July for parents and children to visit new classes and teachers
- Teacher handover meetings focusing on
  - assessment data
  - curriculum
  - social and personal development
- Opportunities for work to be shared across phases
- Aspects of teaching and learning shared across phases
- Information provided to parents about the curriculum
- Curriculum liaison between phases
- Liaison of learning needs and planning of intervention programmes
- Individual Education Plans are reviewed in May and October which allows for settling in time before target reviews

- Social stories and additional classroom visits for vulnerable children or those with special educational needs
- Cross phases peer lesson observations
- Moderation of work to agree levels of attainment

In addition the following activities will take place:

| <b>Preschool/PVI/ Home to Nursery</b> |   |
|---------------------------------------|---|
| <b>Date</b>                           | <b>Activity</b>                                 |
| Autumn term                           | Nursery /school open mornings                   |
| Summer term                           | Transition meeting at Byron Children’s Centre   |
| June                                  | Introductory meeting for parents                |
| Summer term                           | Direct contact with preschool where appropriate |
| Summer term                           | Visits to Nursery for siblings                  |
| Summer term                           | Visits to preschool/nurseries for SEN children  |
| September                             | Home visits for new families                    |
| Autumn term                           | Introductory nursery day with parents           |

| <b>Nursery to Reception</b> |   |
|-----------------------------|---|
| <b>Date</b>                 | <b>Activity</b>   |
| Autumn                      | School open mornings  |
| Autumn                      | Support for parents in completion of application form               |
| Summer term                 | Visits to reception – Arts Week and Reception outings               |
| Summer term                 | Reception teachers and TAs visit Nursery for story time             |
| Summer term                 | Nursery children join playtimes with infants (playground and field) |
| Summer term                 | Nursery children wear uniform for new schools (1 day)               |
| Autumn term                 | Home visits   |
| Summer term                 | Transition book for SEN children                                    |
| June                        | New parents meeting   |

| <b>Reception to Year 1</b>       |   |
|----------------------------------|---|
| <b>Date</b>                      | <b>Activity</b>   |
| All year                         | Attend key stage 1 assembly   |
| April                            | Arts week – working in key stage1   |
| Summer term                      | Independent entry into class for all children                                       |
| Summer term                      | Weekly whole class literacy sessions including guided reading                       |
| Summer term                      | Attend whole school assembly (Friday)   |
| Summer term                      | Play time with KS1  |
| Summer term                      | Class split into teams to earn team points  |
| Summer term                      | Entries into Good Work Book and certificates to be awarded in whole school assembly |
| 2 <sup>nd</sup> half summer term | Small groups visit new class during quiet times (swimming)                          |

|                      |  |
|----------------------|--|
| Summer term          | Teacher swop for stories                                   |
| Summer term          | Combined Reception and year 1 sports activities            |
| Summer / Autumn term | Project started end of summer term and continued in year 1 |
| Ongoing              | Opportunities for staff movement between EYFS and year one |

| <b>Year 2 to Year 3</b> |   |
|-------------------------|---|
| <b>Date</b>             | <b>Activity</b>   |
| All year                | Shared reading with year 6 / junior library in summer term                              |
| All year                | Liaison with years 5/6 through Young Leaders programme                                  |
| Summer term             | Playtime in junior playground   |
| Summer term             | Staff liaison to ensure rearrangement of classes meets the needs of individual children |
| Summer term             | Inter year group activities for year 2 and 3  |

| <b>Year 6 to Year 7</b> |   |
|-------------------------|---|
| <b>Date</b>             | <b>Activity</b>   |
| Autumn - summer         | Prefect and monitor jobs  |
| Autumn - summer         | Contact books - planner and functions                           |
| Autumn                  | Opportunities for parental/staff discussions regarding transfer |
| Autumn                  | Support for parents in completion of transfer form              |
| Autumn - Summer         | Changes in teachers for identified subjects                     |
| May - July              | Homework set at variable periods                                |
| May - July              | Transition workshop (outside provider)                          |
| May - July              | Transition forms (teachers)                                     |
| May - July              | Transport for London  |
| May - July              | Citizenship day   |
| May - July              | Projects – independent research and organisation                |
| June                    | Transition Form sent to secondary schools                       |
| June - July             | Moving On Booklet completed                                     |
| July                    | Secondary school transition day                                 |

These processes will be reviewed in the Autumn term to inform future developments