



Tornedale Infant School

Transition between schools and year groups

Date policy ratified:	June 2019	June 2021	May 2024
Date for next review:	June 2022	June 2024	May 2027
Signed by Chair of Governors:	<i>J Purcell</i>	<i>J Purcell</i>	<i>A Dougherty</i>
Signed by Headteacher:	<i>L Almunshi</i>	<i>L Almunshi</i>	<i>L Almunshi</i>

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 in to their new learning environment in preparation for future learning and development.

Aims:

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress.

Equal Opportunities and Inclusion:

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles That Underpin the Policy

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the children and not preconceived notions of what is appropriate for the next phase
 - There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children

From pre – school to Nursery:

- Children are visited in their previous setting if there is one. Most of the children in Tornedale either attended “Early Learners, Fledglings or Mini Me’zzz”
- During school time, parents are invited to visit the nursery to collect any information, have a look around and ask any questions.

- A meeting takes place in the Summer term for staff to deliver key information to the parents about the Nursery setting – an information pack is given to parents (containing school forms, information about uniform, structure of the day etc.)
- In the Autumn term, before the child starts at Nursery, two staff visit them at home - where the child is in his or her own environment with parent/carer there too. This provides parents with another opportunity to express any concerns.
- The children are allocated a start date and a number of children are integrated into the class during a one week period in September.

Transition into Reception:

- Most children are in our Nursery, and so a plan of transition activities allows them to know their new teacher, and the environment before the year begins.
- Those children in other Nurseries are visited in their setting.
- Those children who were not at our Nursery have home visits organised, and are invited to visit school with their parents during the summer term before they start school formally.
- We make every attempt to organise visits for those children in our Nursery who are attending other schools. Staff from the child's new school are invited in to our Nursery.
- A day is organised where parent and child can stay for a school dinner in order to familiarise the children with Reception routines.
- Sometimes a child in our Nursery has Special Needs - in this case, an individual plan is created to suit the needs of the child and family. This may include involving other external agencies. Parent's involvement in this process is always sought, and parents are always invited to be part of the process.
- A meeting is held in the Summer term for those families with children due to begin in our school. This is always held in the evening time to allow the optimum amount of parents to attend. At this time, the parents are given the opportunity to tour round school and make further arrangements if needed. (e.g dietary arrangements) Information packages are always given out at this meeting.
- Once the child has begun attending full-time school, further meetings are organised to explain in more detail aspects of the curriculum, such as reading, Phonics etc. These are generally held at the end of the school day when the child's carer will need to come to school anyway.

Into Year 1 and Year 2

- In school activities which give the children the chance to meet the staff in the next year group are always organised.
- Towards the end of the school year a day is planned for the children to practice being in their new class

Into their next school

- This is usually Pheasant Bank Junior Academy. Packages of information are given out to each child about their new school.
- Children are invited with their parents to have a school dinner at Pheasant Bank.
- An information evening is held.

- Visits to look around Pheasant Bank are organised by Toredale.
- A transition day is organised for the children going to Pheasant Bank.
- If the child is due to transfer to a different school then we make every effort to ensure that the family have all the information they need, and pass on any of their requests to the next head teacher.