



William Penn Transition in Practice

Defining the Terms

In this statement, '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 have been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Aims for Statement

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. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

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 Statement:

- 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 pre-conceived notions of what is appropriate for the next phase/Key stage
- there is be 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

Continuity of Teaching and Learning

At William Penn School, we use the following processes:

Transition from Pre-School to the Early Years Foundation Stage:

- Discussions occur between teachers at William Penn and staff from other settings.
- Individual tours offered to all incoming parents and children
- Parents of prospective Year R children are invited to a meeting in June prior to starting school in September, in order to discuss all issues relating to starting school
- Parents receive an 'information pack' with information about the school
- Prospective Year R children visit school for a morning and afternoon session in order to become familiar with the school setting.
- The prospective Year R teacher(s) visit children in their pre-school settings in the summer prior to starting in September.
- All settings sending children to William Penn complete the "All About Me" transition booklet
- Through observations and the "All About Me" booklet a base line record is completed within the first few weeks of entry to the Early Years Foundation Stage. This will also highlight any needs for early intervention

- A '6 Weeks In' meeting for parents during the Autumn Term is arranged to explain the teaching of 'Letters and Sounds' and how the 'Jolly Phonics' scheme supports it. There is also a Welcome Meeting for parents at the start of the Autumn Term.
- The EYFS staff are available before and after school to communicate with parents and this can also be done via the Home Contact Book. They are proactive in talking to parents about issues that may arrive with individual children.

Transition from the Foundation Stage to Y1

Years R, 1 and 2 share a curriculum based on a 3 year cycle. The Year 1 learning experience builds on and extends the experiences children have had during the Early Years Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning. The Year 1/2 classroom aims to reflect a similarity to the Year R/1 classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas. Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the EYFS. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning. Before the children move from the EYFS into KS1: staff meet to discuss the children's progress. Early Years Foundation Stage teachers inform the future teacher of each child's level of ability, special educational needs and any other information relevant to the well being and development of the child. Liaison takes place between the school and the parents to decide which class Year 1 pupils will attend – based on academic and social stages, gender and age.

Information passed onto Yr 1 teachers includes:

- knowledge of sight words
- knowledge of letters and sounds (phases)
- reading ability
- Writing – profile level
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved

Information is used to group pupils, adjust/fine-tune the curriculum and set future targets. Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Early Years Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills).

Once transferred to Year 1:

- Children continue to work and be assessed within the FSP until they are working within the National Curriculum.
- Children not yet having attained Level 1 within the National Curriculum will have their progressed measured against P Levels from the spring term onwards

Transition in subsequent years throughout the school

- Weekly whole school Golden Book assembly.
- Children encouraged to share good work with teacher of 'next class'.
- Teachers discuss children's progress throughout the year and in particular when moderating work or analysing progress.
- All children visit new classes and work alongside new teachers on Transition Day in the summer term. Some children will make extra visits and prepare a transition booklet.
- Tracking of children's progress through half termly assessment of reading, writing, maths and science. Data informs next teacher of targets for the following year and end of key stage.
- Throughout the year, there are shared assemblies and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other

- Teachers meet to discuss individual children's progress as they move from class to class

Children Joining from Y1 to Y6

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school
- New children assessed quickly by class teacher and/or SENCO
- Records from previous school made available to class teacher and SENCO.

Y6 to Y7

- Teachers from The Weald School visit to provide lessons in specific subjects (eg science and mathematics)
- The Y7 Head of Year/Headteacher from The Weald visit William Penn to meet the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are welcomed)
- Formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school.
- Identified children (e.g. SEN) receive additional support before and after transition (incl. candidates additional visits)
- Transfer of records to secondary school
- Open evening held annually at The Weald school for parents of Year 6 pupils
- Y6 children attend their prospective secondary school for a Transition Day during the summer term