

# Folly Hill Infant School



## Transfer and Transition Policy

*Transition and Admissions Suite*

Signed ..... Chair of Governors

Signed ..... Headteacher

Date: Autumn 2019

Review Date: Autumn 2021

### RATIONALE

We believe that the needs of our pupils are best served by smooth and coordinated transfer and transition systems. To that end we will, work with the local schools, agree to cooperate to ensure relationships and dialogue are developed and sustained at all levels.

### AIMS

- To ensure that administrative systems and processes effectively support transition and engage all stake holders appropriately.
- To ensure that pupils emotional health and social well being is fostered by good transfer processes, including a range of induction practices.
- To ensure the provision of a seamless curriculum.
- To ensure the range of teaching strategies and approaches supports effective continuity and progression of learning.
- To ensure that learning is managed to enable ongoing development of pupil autonomy.
- To ensure that head teachers develop the strategic level, including collaboration within clusters and networks, management of resources, together with review and evaluation of impact at school level.

Our aims will be achieved in the following ways:

#### Administrative

- Review and agree the transition documentation to transfer between the schools
- Headteachers ensure that all required documentation is transferred, in paper format or electronically as appropriate.
- Staff from each school to meet or communicate as appropriate to strengthen links (e.g. headteachers, subject leaders, SENCos, admin staff).
- Review 'Transfer and transition' policy and update as required.
- We will liaise with pre-schools regarding required documentation to be transferred.

### **Social and Personal**

- Pupils visit their new schools for induction in July.
- Welcome pack sent/given to parents in summer term.
- A welcome to Folly Hill Meeting for Parents

### **Curricular**

- Joint moderation staff meetings.
- Joint staff training where relevant.
- Assessment and discussion of individual learning needs to be carried out, documented and implemented.
- SENCOs to discuss Code of Practice children and their needs prior to transfer.
- Curriculum maps to be shared in order to avoid unnecessary repetition and enable building on prior learning where possible.
- Continue to develop awareness of assessment, tracking and target setting processes in each other's schools and develop common practice where appropriate.
- Cross-phase projects, e.g. Sport Partnership and Art.

### **Pedagogic**

- Continue to develop a common language for learning, e.g. through joint staff training.
- Promote opportunities for teachers to observe each other in the different school settings and discuss practice.
- Provide shared opportunities for parent learning e.g. workshops.

### **Managing Learning**

- Observing in each other's schools and joint meetings enables staff to become familiar with the similarities and differences in approaches to learning and teaching.
- Shared opportunities for parents to develop their understanding of how they can support their children as learners.

## **REVIEW AND MONITORING**

This policy will be monitored and evaluated by staff and Governors. The policy and / or procedures will, where necessary and appropriate be revised in light of any monitoring and evaluation.

### **In the different year groups at Folly Hill we will:**

#### **Transition from Pre-School to the Foundation Stage:**

- *Discussions occur between Folly Hill teachers and staff from other settings*
- *Individual tours of the school are offered to all incoming parents and children*
- *Parents of prospective reception children are invited to a meeting on the first morning of their first visit to talk through the transition process and the Folly Hill experience*
- *Parents receive a 'Parents' Pack' with information about the school*
- *Prospective children are invited to visit the school on three occasions during the term before they start, to become familiar with their new school and setting, however if they require more we offer extra visits*
- *Children begin full-time during the September of the school year (September – August) in which their 5th birthday occurs.*
- *All settings sending children to Folly Hill 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 highlight the need for any early intervention*
- *A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics and 'Letters and Sounds' and reading*
- *The staff are always available before and after school to chat to parents – they are proactive in talking to parents about issues that may arrive with individual children.*

### Transition from the Foundation Stage to Year 1

*The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on methods of teaching and learning.*

*The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children (e.g. role-play, creativity, reading and quiet areas).*

*Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the reception class.*

*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 Foundation Stage into KS1:*

*Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the wellbeing and development of the child.*

*Information passed onto Year 1 teachers includes:*

- *Knowledge of sight words*
- *Knowledge of letters and sounds (phases)*
- *Reading ability*
- *Writing*
- *Printed version of each child's Early Years Foundation Stage*
- *Information is used to group pupils, adjust / fine-tune the curriculum and set future targets.*

### Transition from Year 1 to 2

*Before the children move from the Year 1 to Year 2:*

*Teaching staff meet to discuss the children's progress. Year 1 teachers inform the future teacher of the child's current level of ability, special educational needs and any other information relevant to the wellbeing and development of the child.*

*Information passed onto Year 2 teachers includes:*

- *Knowledge of sight words*
- *Knowledge of letters and sounds (phases)*
- *Reading ability*
- *Writing*
- *Information is used to group pupils, adjust / fine-tune the curriculum and set future targets.*

### Transition from Year 2 to Junior school

*Before the children move to junior school:*

*Teaching staff meet to discuss the children's progress. Year 2 teachers inform the future teacher of the child's current level of ability, special educational needs and any other information relevant to the wellbeing and development of the child. Children are offered induction days, and other events such as a sports afternoon, or the teachers come and visit. Parents are also given tours of the new schools.*

*Pupils that require extra support are given a tour by their current class teacher and a transition book is made.*