



# Shinfield Infant and Nursery School

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## Transition Policy

### Aim

The aim is to ensure that all pupils are successfully able to transfer from stage to stage in their education and feel welcomed, safe and reassured throughout this process. Good continuity and safeguarding for the children is our main priority.

### Objectives

- The transition process will involve the children and staff of the Nursery, Infant and Junior schools, with parents informed of and involved with all transitional changes.
- All relevant pupil assessment data will be collected and transferred to the next teacher or setting, including IEPs and provision mapping.
- Particular attention will be given to the individual needs of all the children, especially vulnerable groups, during the transition process.
- All safeguarding information including records of concern will be passed on by the Head who will notify the next teacher or pass on the records to the next Headteacher if the child is leaving this school.
- Year group and Curriculum Governors will visit the school once a term to monitor pupil progress and transition, especially for new arrivals mid-term.
- The school website is used to provide useful information that will aid parents in choosing the school for their child.

### Transition from Home/Previous setting to F1

- A pack containing information including nursery handbook is sent out giving details of nursery routines.
- Where possible, class teacher contacts previous setting to discuss child with key worker, and if possible, arranges to visit child in previous setting.
- Home visit – opportunity for child/ parent/carer to key practitioners and for concerns/issues to be raised in a relaxed environment.
- Children initially attend 2 shortened nursery sessions (one with a parent/carer and one on their own) and play together to experience setting and routines.
- Key practitioners invite parent/carer to attend an initial consultation to discuss how child has settled in and to share any concerns.
- Continuous communication takes place between school and parents via the child's Learning Journey

### Transition from F1/previous setting to F2

- F2 staff regularly visit F1 to get to know individual children. The F1 teacher runs an Art Club with one of the KS1 teachers and in doing so works with the F2 children. F1 and F2 plan and work together on events, such as the forthcoming Story and Rhyme sessions once a month, for parents and F1 children to get to know the F2 environment and staff.
- Once admissions lists are available, parents are invited to a Meet the Teacher Meeting. This gives parents the opportunity to meet the staff and to have a look around the school with Year 2 children. At this meeting, parents are asked to complete a form which details their child's interests and any concerns they or their child might have. They also take away a form to complete with their child which gives practitioners a more detailed list of the child's interests, fears, likes/dislikes etc and which includes a photo of the child at home which they can look at if they get upset when they start school.

**'Everyone shining in their own field'**

- Children attend two visits, one in the morning and one in the afternoon. They are invited to stay to lunch with their parent/carer.
- Where possible, F2 staff visit children's previous settings to get to know the child and their key worker. Records are usually handed over at this visit.
- As in F1, continuous communication takes place between school and parents via the child's Learning Journey.

### **Transition from F2 to Year 1**

- Year 1 staff regularly visit F2 to get to know individual children and F2 children join in with some school activities such as 'moving hats morning' where they meet all the teachers and get to know their way around the school. They join in with some assemblies, Friday clubs, after school clubs and lunchtime playtimes under careful supervision.
- At the end of the Spring term the teachers review tracking grids and identify any children who may need extra support the following year. This is budgeted for using SEN funding and Pupil Premium, as well as devolved school budget.
- At the end of the first summer half term, F2 and Year 1 staff meet to discuss tracking grids and profile points for all the F2 children with a view to identifying groups needing support and planning to meet the needs of all the children.
- Handover of records and reports takes place in the last two weeks of term
- Transition books are made for vulnerable children containing photographs of their new classroom, class, teacher and support assistant.
- Meet the Teacher meetings are held for parents in the first week of Year 1
- In the first half term of Year 1 the timetable is close to that of the Foundation Stage and gradually the teacher led sessions become longer. The HLTA from F2 works for some hours in Year 1 at the beginning of term to help with the transition.

### **Transition from Year 1 to Year 2**

- Year 2 staff regularly visit or work with Year 1 children Year 1 and 2 children work together at Friday clubs, after school clubs and in phonic groups. They share work and show other classes their plays and performances.
- At the end of the first summer half term Yr 1 and Yr 2 staff meet to discuss tracking grids and profile points for all the Yr 1 children with a view to identifying groups needing support and planning to meet the needs of all the children. Teachers and support staff from Year 2 work with vulnerable groups in Year 1 during the second half of the summer term so that the children get to know them and they have a better understanding of the children's needs.
- Handover of records and reports takes place in the last two weeks of term.
- Meet the Teacher meetings are held for parents in the first week of Year 2

### **Transition from KS1 to KS2**

The Year 2 and 3 teachers from both schools meet during the summer term to exchange all relevant information. Signed records detailing assessment transfer will be maintained, ensuring continuity of learning and provision.

It is recognised that children with Special Educational Needs may require more visits to the Junior school in order to gain familiarity and reassurance. This is considered during the planning process, in consultation with the child's current class teacher. The Junior School meets at least once a term with the Infant school at multi –disciplinary planning meetings to discuss and plan support for the needs of individual children in both schools.

Children and parents from both schools meet regularly at joint school events and visits are made to each others' schools for example to watch each others' Christmas plays, to hold a joint School Council meeting or to attend the Founders' Day service. Breakfast and After School clubs held at the Junior School provide further opportunities for the children to become familiar with the Junior School.

The summer term transition programme is as follows:

**Preparation for first contact visit:**

**Year 2** children to think about moving up to Junior School (in general) in two circle times: What I **am** looking forward to at Junior School/What I **am not** looking forward to at Junior School

Teachers to collate ideas and then **Year 2** prepare any questions to ask **Year 5** children (as they will be in Year 6 in September)

Ideas and questions are sent to **Year 5** ahead of the next session.

Junior School to set up group of **Year 5/6** helpers who will look out for the new children when they come.

**Year 5** children to think of what they found helpful/would have liked when moving to Junior school

**Year 5** to prepare a presentation to include information Year 2 might find useful, eg: photos of the teachers, the Hall, playground, a timetable, etc. This will be stored on the Learning Platform.

**Open Day at Junior School:**

Year 1 invited at 9.30 for ½ hour and Year 2 invited at 11.00 for ½ hour to look around with their teachers/support staff (Mrs Turner to help supervise walking over etc)

**Year 2 teachers** to prepare class lists for new **Year 3 classes**, including essential medical information and details of any specific learning needs.

**Year 5** children (and support assistants) to visit Year 2 to give a **general presentation** about Shinfield St Mary's School to both classes. After this, **Year 5** to talk with the children going to that Junior school to answer questions and talk informally, to reassure the **Year 2** children about any concerns that they may have about moving up to Junior School. They show the book they have made and leave it with the **Year 2** children.

**Year 3 teachers** visit the Infant School to introduce themselves to their prospective classes.

**Year 2 and Year 3 teachers** meet with the Inclusion managers to liaise and share information on the children.

**Sports morning** at Junior School organized by **Year 5/6 children** – team building exercises.

**Evening meeting** at Junior School for parents of all current **Year 2** children: class lists to be shared with parents at this meeting.

**Morning visit:**

**Year 2** children to be taken over by Year 2 staff (then left and later collected by Year 2 staff) to visit new classrooms, meet new teachers and support assistants in Junior School for a whole morning. **Year 5/6 helpers** to help reinforce what to do if you get lost, fall over, can't find a friend etc.

In last week of term, Infant staff will take over children's blue record folders and work books.

**At beginning of Autumn term following transfer**

Arrange time for a 'feedback' meeting early in the Autumn Term where Year 2 teachers can find out how their pupils have got on and Year 3 staff have the chance to share concerns, ask questions or say how well the children have settled in.

**Monitoring and Evaluation**

The staff responsible for transition at each stage monitor and evaluate the success of the transition provision and share information. They then report with any future recommendations to their respective head teachers and the Curriculum Committee at each school, who are responsible for this policy and its regular review.

The views of the children involved, staff and parents are sought at the end of each stage, to assess its success. Annual surveys are carried out via parent questionnaires and the results are carefully analysed for future school development planning.

January 2013

Please also refer to Year 2 to 3 Transition Programme (updated annually)