



Ysgol Feithrin Fair Oak

Transition Policy

Purpose

- ☼ To ensure that children experience a smooth transition from Flying Start playgroup to nursery and into Reception Classes in Newport Primary Schools
- ☼ To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- ☼ To ensure that children follow the appropriate curriculum as their needs define.
- ☼ To ensure that all staff see transition as a process rather than event.
- ☼ To inform parents and children about the transition process.

Principles that underpin this Policy

- ☼ Approaches to learning and teaching should be harmonised to ensure effective transition.
- ☼ Styles of learning and teaching should meet the needs of the children.
- ☼ The Nursery Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term of Reception.
- ☼ Children should enjoy the new challenges and approaches to learning of Foundation Phase.
- ☼ Transition should motivate and challenge children.
- ☼ Successful transition is the result of effective communication, a planned induction to Nursery then Reception and the gradual implementation of a more formal curriculum.

Leadership and Management

The Foundation Phase Leader will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process. They will report to the Headteacher and governors on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.

Implementation

Transition to Nursery and Reception Classes builds upon and extends the experiences children have had in the Foundation. During the first half of the Autumn Term staff continue to use the planning format ensuring that they adopt similar routines, expectations and activities as in the Foundation Phase. There continues to be opportunities for active child initiated independent learning through planned play. Children gradually spend more time focusing on their learning and listening so that the children remain motivated, enthused and eager learners.

Assessment, recording and reporting

Throughout the Foundation Phase, children's learning and development is regularly observed through the use of focussed planned observations, learning stories and spontaneous observations. These assessments of children's learning are recorded in an assessment portfolio, which are shared with

children, parents and staff. As part of the transition these learning portfolios are passed to the appropriate team.

To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for in the Autumn Term, information from the Foundation Profile is shared with teachers at the end of the Summer Term. Teachers continue to share Foundation Phase assessments with parents and children at regular parent/teacher meetings.

Monitoring and evaluation

The Foundation Leader monitors the transition from the Flying Start into Nursery and onto Reception Classes through the monitoring of planning, assessment records and through informal discussions with staff in other settings

Resources

During the summer term time is given to staff to enable them to discuss transition, the Child's Individual Profile and the needs of the child. Key members of staff from feeder Primary Schools are invited to visit to discuss and observe individual children

During the first half of the autumn term keyworkers continue to use the planning format to develop and extend learning opportunities.

Equal Opportunities

All children are provided with equal opportunities to an effective transition in which there are no barriers based on the protected characteristics. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

Special Educational Needs

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the AENco, Playgroup practitioners and class teacher/keyworkers. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.

Health and Safety

Refer to school policy.

Partnership with Parents

A meeting is held to explain to parents/carers the process of transition and the changes to the structure of the setting as each child progresses through the early years curriculum. At this meeting parents are consulted on their views, opinions and concerns on the transition. Guidance is given on how parents can continue to support their child's learning including the development of pre-reading, pre-writing and numeracy skills. Parents are encouraged to visit the setting to discuss any concerns and regular parent & key-worker meetings also provide opportunities for parents/ staff to voice concerns regarding progress and the process of transition.

Review

This policy will be reviewed on an annual basis. January 2012 / 2013 / 2014/ February 2015/ February 2016/ March 2017