

1. Transitions

- Transitions are a big part of school life for children of all ages. It is vital that children have a positive experience of transitions. Effective transitions greatly benefit children's wellbeing and therefore ensure they are ready for learning.

2. Aims

Through effective transitions we aim to:

- Ensure children feel happy, safe and secure.
- Develop children's confidence, independence and resilience.
- Challenge and motivate children.
- Ensure children's individual needs/circumstances are understood and catered to.
- Keep the pace and quality of learning to ensure children can make the very best progress.
- Ensure families are confident, comfortable and happy with transitions.

3. Transitions into Nursery

- Home visits.
- Visits to other childcare settings.
- Visits to the school for parents/carers and child.
- Taster sessions

4. Transitions from Nursery to Reception

- Reception staff make multiple visits into nursery (summer term) to spend time with the children before they start reception.
- Children make multiple visits into the reception classroom (summer term). At

first with the nursery staff, then the nursery staff and reception class teachers and finally just the reception staff.

- Children meet new adults and new spaces e.g. PE staff and Mr. Wilson in the computer room.
- Children joining from other childcare settings receive a home visit, setting visit and are invited to join in when the Beckstone nursery children visit the reception classroom.
- There is a parent/carer drop in session to meet the reception staff.
- Parents/carers receive a pack, full of information about their child starting reception.
- Parents/carers are asked to provide information about their child (likes/dislikes) before they start in reception.
- Meetings are arranged for the nursery staff to share information about each child.
- Children's attainment data is available on Scholar Pack and staff receive children's learning journals.
- Any SEN, health or dietary paperwork is passed on to the reception staff.
- Children experience going onto the field during the summer term with the rest of the school.
- Nursery children are able to experience using the reception toilets and staying for their dinner before they begin reception.

5. Transitions from Reception into Year One

- Year one staff meet with reception staff to discuss expectations and transitions.
- There is also time for reception staff to

share information about each child.

- Children's attainment data is available on Scholar Pack and any paper based information is also passed on e.g. phonics assessments, reading information.
- Any SEN, health or dietary paperwork is passed on to the year one staff.
- There is a meet the new classes day where children visit their new teacher and classroom.
- Curriculum evenings where parents/carers can meet their child's new teacher and find out information.
- Children develop their independence e.g. choosing their dinners.

6. Transitions in Subsequent Years Throughout School

- Meetings for staff to share information about each child.
- Children's attainment data is available on Scholar Pack.
- Any SEN, health or dietary paperwork is passed on to staff.
- There is a meet the new classes day where children visit their new teacher and classroom.
- Curriculum evenings where parents/carers can meet their child's new teacher and find out information.

7. Children Joining the School

- Parents/carers are invited to visit the school with their child.
- Staff have contact with the child's previous school if possible.
- The Educational Support manager (Debbie

Cook) may be involved to support the family.

8. Children Leaving the School

- Visits to the new setting (if possible)
- Beckstone staff share information and pass on any paperwork to the new setting.

9. Transitions from Year Six to Year Seven

- Strong links with local secondary schools. The children are able to visit on a range of occasions.
- Support from staff to aid this big transition.

10. Additional Support with Transitions (some children may need this)

- Transition booklets containing information and pictures of new staff/classrooms.
- Extra time spent getting to know new staff and new classrooms/environments.
- Involvement of Senco/Educational Support Manager (Debbie Cook).

Children are also supported with transitions across the school through PSED (including Seal) and BLP.

This Policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

Angela Cunningham - (March 2017).



Transitions Policy