

Marsh Green Primary School Transition Policy 2015



CONTEXT

- At Marsh Green we are in favour of a smooth transition between different phases, in particular the foundation to key stage one phases.
- This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

DEFINING THE TERMS

- In this policy `Transition` describes the movement that takes place from the reception year to year 1. It is defined as the process at the beginning of the year where policy and practice has been adapted to support children in settling in to key stage 1 in preparation for future learning and development.

AIMS FOR THE POLICY

- We want our children to experience a smooth transition from the foundation stage into key stage 1, so that the pace and quality of learning are maintained to ensure that children continue to make excellent 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 an event.
- To inform parents about the process of transition and seek their views, opinions and concerns in order to ensure a smooth, happy transition.
- Planning is to be based upon assessment information from the previous class/setting (EYFSP – linked to APP)
- 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 a professional regard for the information from the previous setting/phase
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children
- Children should enjoy the new challenges and approaches to learning in Year 1.
- Successful transition is the result of effective communication, a planned induction to year 1 and the gradual implementation of a more formal KS1 curriculum.

PRINCIPLES THAT UNDERPIN THE POLICY

- Approaches to teaching and learning are harmonised at the point of transition e.g. Reception term 3 and Yr. 1 term 1.

CONTINUITY OF TEACHING & LEARNING

- At Marsh Green Primary we ensure that Year 1 builds on and extends experiences children have had during foundation stage through:

Classroom Layout (Term 1)

- 2 group tables and 1 table for group work in the corridor.
- Comfortable carpet space for the whole carpet, ensuring clear sight lines to teacher/visualiser
- Designated areas for independent work/planned play i.e. Reading area, writing area, maths area, creative area (linked to learning challenge), ICT area and role play area.

Classroom display

- Interactive English display to include: VCOP examples, children's independent writing, key vocabulary (phonic phase appropriate)
- Key maths facts, vocabulary, including UAM
- Learning challenge display
- Photographs, children's independent work (see whole school display criteria)

Lesson Planning

- 1) Whole class introduction/teaching. Learning intention shared.
- 2) Adult directed group activities (linked to learning intention). Activities will be differentiated according to need and will include a balance of practical/recording activities.
- 3) A wide variety of activities will be available for children to choose between linked to the main learning intention/lesson theme when not working with the adult.
- 4) Plenary – Will include success and improvement. All work must be valued. Children will have opportunities to share and talk about their work.

Weekly Plans

- Should clearly show opportunities for:
 - whole class work
 - group work – teacher directed
 - child initiated planned play
 - outdoor learning – linked to groupwork and child initiated play.

Plans will indicate where adults are directed and which children (e.g. identified intervention group).

Marking

- Follow marking monitoring criteria (☺ LIA ✓OF & pink highlighter)
- All work will be marked before returning to children

Getting to know the children

- Year 1 teacher(s) will have the opportunity to visit children in Reception during the Summer term.
- 'Meet the teacher' day in June - children will visit the Year 1 classroom for ½ day.
- Parents transition meeting held by Transition leader and Year 1 teacher in summer term of Reception.
- Assessments in Term 1i of Year 1 - Letters and sounds, Sandwell Math's test, reading Running Records, Ros Wilson writing task and science APP investigation/experiment.

THE MANAGEMENT OF TRANSITION:

Leadership and Management -

- The Foundation Stage 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 initiatives on the process of transition.

Monitoring/Support - Formal

- Observations/lesson modelling by transition leader, improving teaching team, head teacher and/or relevant LBBD Advisory teachers.
- Marking monitoring
- Book monitoring (subject specific by Subject Leaders)
- English, maths & science leader monitoring/support

Monitoring/Support –Informal

- Peer coaching
- Planning meetings
- Support from transition leader and advisory teachers (professional dialogue)

Date of Policy: September 2015

Date of Review: September 2016

Responsibility of: The Governing Body of Marsh Green Primary School

This policy was written by: KS1Transition Leader.