

George Mitchell - Early years and KS1 transition guidance



Introduction

For many parents and children, transition can be an anxious and emotional time. Research points to the fact that, just like adults, children find transition and change stressful and that this stress can have a significant impact upon their emotional wellbeing and academic achievements.

At George Mitchell School, we recognise that *transition is a process, not an event*. This policy has been devised to ensure that pupils transfer seamlessly through each phase of their education; thus, contributing to a positive learning experience for every child.

What is Transition?

In this document the word transition refers to movement that takes place from one familiar setting to another-including home.

Aims:

At George Mitchell Early Years, pupils will experience many different transitions:

- Entry to Nursery
- Moving from Nursery to Reception
- Moving from Reception into Key Stage 1

We endeavour to ensure that the above transitions are made seamless by

- Making sure that the transitions are well planned and thought out carefully.
Recognising parents as partners to alleviate any anxieties associated with transition.
- Making sure that transition is inclusive and meets the needs of all children regardless of race, gender, ability, preferences and backgrounds.
- Making links with other settings enabling all children to move with minimal disruption.
- Get to know families well and build on each child's home culture and family background.

Transitions to Nursery:

- We value the parent as the first educator of their child. We invite parents to supply photographs of their child and family to display in the setting. These feed into individual 'learning journeys'. These help the child to keep home in mind and show families that we value them in our setting.
- We allocate a key person to each child before she/he starts to attend; the key person welcomes and looks after the child at the child's first sessions and during the settling-in process.
- Our practitioners carry out home visits for any child who is new to our Nursery.
- A parent information meeting is held to introduce parents to the nursery expectations and to guide parents on how to support their child to get them ready for Nursery.
- Parents attend the stay and play sessions where information about Key groups is shared.
- Children start Nursery at different days and in small groups. This helps the children and their families to form a close relationship with their child's key person.
- Parents can drop in to meet with their child's key person to discuss how their child has settled.
- Regular parents' workshops and meetings are held throughout the year to equip parents with skills which they can use in order to support their children with their learning and development.

Transition to Reception:

- Transition in Reception class begins a term before children start school in September.
- We invite parents to supply photographs of their child and family to display in the setting, these feed into individual 'learning journeys'. These help the child to keep home in mind and show families that we value them in our setting.
- Parents can visit the school before or after accepting a place in George Mitchell School.
- Parents are invited to a parent information meeting which guides them on how to support their children to get ready for Reception during the summer term.
- Parents are also invited to a Registration meeting, where they fill the registration forms and other necessary paper work. Parents are asked to bring all the necessary documents required for the completion of the registration forms. Class lists and home visit dates are shared with the parents at this meeting. They also find more about the school's procedures, routines and expectations at this meeting.
- Parents and children are invited for meet the teacher sessions.
- Nursery Key workers meet with the Reception teachers for a detailed hand over.
- Reception teachers carry out home visits for children who are new to George Mitchell School.
- A staggered start takes place in September where children start Reception in small groups.
- During the summer term, a staff member visits the nursery settings of those children who are new to George Mitchell Reception class.
- Regular workshops are held for parents throughout the year which equip them with skills to support their children with their learning.

Transition to Year 1

- Transition to Year 1 builds upon and extends the experiences pupils have had in the Early Years Foundation Stage.
- During the Summer Term pupils visit the Year 1 classroom and take part in an activity morning with their new teachers.
- Year 1 teachers regularly visits their classroom for short periods to play with and observe the pupils.
- Before children move to KS1, Reception and Year 1 teachers have a detailed handover meeting. Teachers discuss personalities and abilities of every child moving to year 1 and exchange views on how to continue an inclusive provision for every child transitioning from Reception to Year 1.
- During the first half term, teaching in Year 1 shows elements of Reception teaching model of play based, child initiated and interactive learning experiences.
- Teachers in year 1 continue to use the EYFS assessment for those children who do not achieve the GLD by the end of Reception year.
- Phonics teaching continue in Year 1 in the same manner as Reception.
- Reception children start hand writing lessons during Summer term so that they are prepared for the higher expectations of the new key stage 1 National Curriculum.
- During writing lessons, children in Reception are encouraged to use correct alternative sounds when spelling words. For example, children are guided to use the 'ou' sound for the word 'shout' instead of 'ow'.
- During summer term in Reception children start "number books" which they use to practise number formation and extend their knowledge about number systems.

Inclusive Practise

- We continue to support children with additional needs.
- Professionals who support individual children, such as Speech and Language Therapists, can do so in the setting where the child is more settled and confident.
- We work with parents as equal partners with, for example IEP's and CAF
- We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.
- All children in Nursery, Reception and Year 1 are challenged appropriately in all the areas of learning, to narrow any attainment gaps.