



## TRANSITION ENTITLEMENT POLICY

Transition from one Year Group or Key Stage to another is a whole school initiative for which we are all responsible. At Alexandra Infants' and Alexandra Junior Schools, it is our aim that "Transition" should be a seamless process, focused upon, ensuring that the process and development of the individual child continues at least at a good rate of progress.

The development and achievement for each individual occurs through "5 Bridges of Transition Entitlement". These Transition Bridges are essential if the Transition Entitlement of each child is to be successful.

The Bridges of Enrichment and Entitlement are:

- Management of Learning
- Curriculum
- Pedagogical
- Social
- Beaucratic/Administration

(Refer to LA Transition Entitlement Policy)

What is the purpose of a Transition Entitlement Policy at Alexandra Infants' and Junior Schools?

- Active collaboration between "partners" will ensure information about a child's learning is gathered and transferred (partner – child, parent, other professionals, schools.)
- Supports the development of teachers through collaboration.
- Develops strategies to make children feel more secure and comfortable in a new learning environment.
- Aims to overcome the "intimidation" that could inhibit or act as a barrier to learning in some children.
- Specifies what children should be taught at various stages
- Teachers' understanding of "how" children learn and how children are taught is developed – positive effect upon children's learning.
- Teachers understand the different time frames expectations and training.
- Pupils understand themselves as learners and how to handle change in the learning environment.
- Pupils feel supported and mentored (coached) to understand they are learning to learn.
- To meet the outcomes of the ECM Agenda.
- To minimise the risk of a dip in performance between two years/cross phase, therefore ensuring at least good progress.

## Key Stage One – Key Stage Two

### Curriculum

	<b>Current Practice</b>	<b>Future Ideas</b>
Pupils	<ul style="list-style-type: none"> <li>Participation in a Transition Project in the Summer Term.</li> </ul>	<ul style="list-style-type: none"> <li>Revise content Y2/Y3 staff. (Art/display focus normally)</li> </ul>
	<ul style="list-style-type: none"> <li>Meet new staff at Alexandra Infants' School – one visit from Y3 staff/SLT member.</li> <li>Receiving school – up to three visits.</li> </ul>	<ul style="list-style-type: none"> <li>More opportunities for Y3 staff to teach the children in our school.</li> <li>Y2 teachers to visit the children when in Y3.</li> <li>Display work in each other's school.</li> <li>Possible transition trips.</li> </ul>
	<ul style="list-style-type: none"> <li>Letter writing to buddies.</li> <li>Buddies powerpoint visit.</li> <li>Special events – English/ Maths Projects – Differentiated texts transition unit.</li> <li>New books in Y3 to display last piece of y2 work.</li> <li>Concerts.</li> <li>Meet the Head Teacher – Assemblies</li> <li>-Use of Accelerated Reader Programme</li> </ul>	<ul style="list-style-type: none"> <li>Video Conferencing.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Information given about topics studied in Y2.</li> <li>Staff curriculum responsibilities at both schools..</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be informed of Year 3 topics.</li> <li>Transition Topic.</li> </ul>
Practitioners	<ul style="list-style-type: none"> <li>Initial meeting held to meet Class teachers.</li> <li>Shared SENCO/PP lead across the two schools.</li> <li>Records data collated/presented to receiving school.</li> <li>-Joint planning and teaching of a transition unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Staff to know of topics covered in Y2/Y3.</li> <li>Give a copy of our challenge curriculum map to Alexandra Junior School and vice versa.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to develop further opportunities for subject leader links.</li> </ul>
		<ul style="list-style-type: none"> <li>More opportunities for practitioners to observe pace/style of lessons in each school (Y2/Y3).</li> </ul>

### Management of Learning

	<b>Current Practice</b>	<b>Future Ideas</b>
Pupils	<ul style="list-style-type: none"> <li>Children have opportunities to learn in different ways VAK – Full Visual, Auditory, Kinaesthetic.</li> </ul>	<ul style="list-style-type: none"> <li>Y3 staff to teach our children in the Summer Term.</li> </ul>
	<ul style="list-style-type: none"> <li>Engage in some active learning with new school <u>before</u> transfer.</li> </ul>	<ul style="list-style-type: none"> <li>Y2 staff to visit children in Y3 – Autumn Term.</li> </ul>
	<ul style="list-style-type: none"> <li>Shared learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Support staff to go with children</li> </ul>

	between Key Stages e.g. Technology Day at Haywood.	during visits.
	· Help to shape experiences for the future.	
Parents	· Fully inclusive. (Additional support where needed.)	
	· Opportunities for parents to learn - “How children learn” through Family Learning opportunities.	

Practitioners	· Some early links between leaders.	· Lead/deputy subject lead in each school.
		· Shared teaching/planning/shadowing/ observation/training opportunities.
		· <u>Specific</u> shared training opportunities. · Ensure no confusion between immaturity and inability/Y2 Staff visit Y3 Autumn Term.
	· Joint subject leader policies across the two schools.	

### Pedagogy – Principles & Practicalities of Teaching

	Current Practice	Future Ideas
Pupils	· Lessons built on prior learning and have a clear objective.	
	· Shared learning outcome.	· Is there sufficient challenge on transfer?
	· Activities varied to develop learning.	· Are our expectations high enough?
	· Opportunities to interact and work collaboratively.	· Are children working as independently on transfer as before in Y2?
	· Explanations given of how to use resources.	· Consider differences/similarities in the learning environment.
	· Opportunities to reflect on how/what they have learned.	
	· Understand how to make progress/targets agreed.	
Parents	· Parents regularly informed about what/how children learn and progress.	· Opportunities to discuss how to develop the learning environment.
		· Joint Induction Meeting at Alexandra Infant and Junior School with both Head teachers.
Practitioners	· Staff have clear guidelines for the planning and delivery of learning and teaching.	· Joint observation of teaching and learning in each other schools. · Head Teacher. · Deputy Head Teacher. · SLT.

		<ul style="list-style-type: none"> <li>· Y2/Y3 Staff.</li> <li>· Discuss common resources used in Y2/Y3 classes.</li> <li>· Resources displayed e.g. wordlists, number line.</li> <li>· Discuss how resources are accessed/ stored e.g. put on tables/ cupboards.</li> </ul>
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## Social

	Current Practice	Future Ideas
Pupils	<ul style="list-style-type: none"> <li>· Buddies.</li> </ul>	<ul style="list-style-type: none"> <li>· Extend Buddies through video conferencing.</li> </ul>
	<ul style="list-style-type: none"> <li>· Some opportunity to develop a relationship with a new member of staff.</li> </ul>	<ul style="list-style-type: none"> <li>· Extend invitation to Reward Assembly to Y3 Staff – Summer Term.</li> </ul>
	<ul style="list-style-type: none"> <li>· Opportunity to share achievements socially and academically. (Newsletter)</li> </ul>	<ul style="list-style-type: none"> <li>· Y2/Y3 Disco/event at Alexandra Junior School – Summer.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>· Clear supportive information in a range of formats and styles.</li> </ul>	<ul style="list-style-type: none"> <li>· Extend provision of information – language appropriate to needs.</li> </ul>
		<ul style="list-style-type: none"> <li>· Opportunity for shared support agency Drop-ins.</li> </ul>
		<ul style="list-style-type: none"> <li>· Trial Drop-ins HSLW/Learning Mentor Summer/Autumn.</li> <li>· Joint Newsletter – Final Term (once?)</li> </ul>
Practitioners	<ul style="list-style-type: none"> <li>· Opportunities to meet with staff from previous Key Stage.</li> </ul>	<ul style="list-style-type: none"> <li>· Shared Training.</li> <li>· PSHE – Shared training.</li> <li>· Shadowing.</li> <li>· Staff Exchange.</li> <li>· Joint Teaching.</li> </ul>

## Beaurocratic/Administration

	Current Practice	Future Ideas
Pupils	<ul style="list-style-type: none"> <li>· Pupil data/information transferred prior to transfer in time for receiving school to use for planning/class organisation.</li> <li>· Discussions between staff to organise class structure.</li> </ul>	
Parents	<ul style="list-style-type: none"> <li>· Parents given access to records/reports/assessments/ information passed to receiving school.</li> </ul>	
Practitioners		<ul style="list-style-type: none"> <li>· Receiving school to have access to all Tracking/Target Setting information N – Y2.</li> </ul>
	<ul style="list-style-type: none"> <li>· Judgements are robust/ moderation exercise between</li> </ul>	<ul style="list-style-type: none"> <li>· Extend opportunities for joint levelling.</li> </ul>

	Y2/Y3 Staff.	
		· Y2 staff to set targets for Y3 (from reports).

### “In-House” Transition Opportunities both KS1 and Key Stage 2

	Current Practice	Future Ideas
Pupils	<ul style="list-style-type: none"> <li>· Transition Day – Meet the teacher/ find out about your classroom.</li> <li>· Key Stage projects – Art &amp; Display.</li> </ul>	
Parents	<ul style="list-style-type: none"> <li>· Invitation to Transition Meetings/ Meet the Teacher Autumn term meeting. Find out about new Year Group – curriculum, organisation, staff.</li> </ul>	
Practitioners	<ul style="list-style-type: none"> <li>· Discussions about individual/ class/Year Group progress.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Pupil records received before new term.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Key Stage Meetings.</li> </ul>	

### Transition from Alexandra Nursery & Elsewhere to Reception

	Current Practice	Future Developments
Social	<ul style="list-style-type: none"> <li>· Nursery/Reception story time together (Summer Term).</li> </ul>	
	<ul style="list-style-type: none"> <li>· Group work weekly (N/R) Transition staff working.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Coffee morning pre-transfer for parents.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Nursery children spend a day in Reception in Summer Term 2.</li> <li>· Nursery/Reception children spend playtimes together in Summer Term 2.</li> </ul>	
	<ul style="list-style-type: none"> <li>· New parents from other settings are invited to the New Intake Evening.</li> </ul>	<ul style="list-style-type: none"> <li>· To organise Nursery/Reception staff swaps on a regular basis.</li> </ul>
	<ul style="list-style-type: none"> <li>· Reception staff visit Nursery during the Summer Term.</li> </ul>	
Curriculum & Pedagogy	<ul style="list-style-type: none"> <li>· Foundation Stage Assembly from the Spring Term.</li> </ul>	
	<ul style="list-style-type: none"> <li>· Foundation Stage Managers half termly information meetings.</li> </ul>	<ul style="list-style-type: none"> <li>· Three longer meetings – termly.</li> </ul>
	<ul style="list-style-type: none"> <li>· Nursery/Reception groups work together one morning a week. (Summer Term 2)</li> </ul>	
	<ul style="list-style-type: none"> <li>· Nursery attends hymn practice. (Summer Term 2)</li> </ul>	
	<ul style="list-style-type: none"> <li>· Nursery attends KS1/FS</li> </ul>	

	Assemblies at the end of Summer Term.	
Administration	<ul style="list-style-type: none"> <li>Profiles and other records passed on and continued in Reception.</li> </ul>	
	<ul style="list-style-type: none"> <li>End of Nursery data analysed and used to identify groups (e.g. MAT/ SEN etc.)</li> </ul>	
Management of Learning		

**Transition from Home/Playgroup/Toddlers to Nursery or into either Key Stage One or Two at any point in the year.**

	<b>Current Practice</b>	<b>Future Developments</b>
Social	<ul style="list-style-type: none"> <li>Pre-school Parent &amp; Toddlers/Playgroup.</li> </ul>	
	<ul style="list-style-type: none"> <li>New Intake Evening. (End of Summer term for new starters)</li> <li>Home visit with HSLW and class teacher where possible</li> </ul>	
	<ul style="list-style-type: none"> <li>Transition Day – one block visit (N/R)</li> </ul>	

	<ul style="list-style-type: none"> <li>Staggered intake to allow a calm gradual settling in time.</li> <li>Staggered first day for F1/2/KS1 pupils at any point in year. (EAL pupils where appropriate.)</li> </ul>	
	<ul style="list-style-type: none"> <li>Parent &amp; Toddlers/Playgroup visit Nursery during the Summer Term.</li> </ul>	
	<ul style="list-style-type: none"> <li>Nursery Staff spend time in Parent &amp; Toddlers/Playgroup reading stories/singing etc.</li> </ul>	<ul style="list-style-type: none"> <li>Visits to other settings by Senior EYPs.</li> </ul>
	<ul style="list-style-type: none"> <li>Settling in Assembly.</li> </ul>	
	<ul style="list-style-type: none"> <li>Story Club (with parent) (Nursery &amp; Pre-School invited to come).</li> </ul>	
Curriculum	<ul style="list-style-type: none"> <li>Home/School Transition pack. Information from parents and other settings. (Phone call from HSLW/member of office staff for children transferring in year.)</li> <li>Information from Parent &amp; Toddlers/Playgroup given to Nursery.</li> <li>Transition visits to some settings for identified children.</li> <li>Liaison with Inclusion Team (LA)/School SENCO</li> </ul>	<ul style="list-style-type: none"> <li>3 Longer meetings termly.</li> </ul>
Management	<ul style="list-style-type: none"> <li>As Key Stage 1 to Key Stage 2</li> </ul>	

of Learning	Transition.	
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