

Temple Ewell Church of England Primary School

Transition Policy

At Temple Ewell CEP School, our transition policy reflects the ethos that emotional well-being is essential in terms of learning. Through developing reciprocal respect and knowing each pupil as an individual, we can best meet all of their needs as they progress through our school and into secondary school.

Our Aims:

To ensure a smooth transition for children in the Foundation Stage from their Early Years setting into school

To ensure a supportive transition from Reception into Year 1 and throughout the school

To enable effective transition for our year 6 pupils to secondary school

To support children joining our school from other schools

Key elements :

Effective communication

Commitment to building positive relationships

A consistent approach strongly reflecting our mission statement and core Christian values :

Forgiveness

Acceptance

Inspiration

Trust

Hope

These Christian values support the spiritual and moral development of our children and wider community as we grow and learn together, in a happy, safe and secure environment.

Children, staff, governors and parents have high expectations of each other and themselves. We feel a sense of worth and of contributing towards something special.

Every member of the learning community takes ownership of their own development, whilst being supported in fulfilling their potential.

We continue to build upon our outstanding, creative teaching through excellent staff development, which includes action research, innovation with technologies and collaboration with other outstanding organisations.

We create and foster a genuine love of learning. Children enjoy high-quality learning experiences in which they develop their knowledge and understanding, thinking skills, self-confidence, and social and emotional skills.

Strategy:

The school's Early Years team Mrs Wallace, Miss Porter and Mrs McArdle are committed to effective transition into our school.

In addition to an annual Open Morning, prospective parents are welcome to visit the school for a more personalised tour and to discuss the individual transition needs of their child. Children from the 'Tiddlers' pre-school group are invited to come into class every week for a story, fruit and play session with the current class; from Term 4 of the academic year prior to starting school. The team visit pre-school settings, to play alongside the new intake and meet with their key workers to ensure an effective transfer of information. On securing their place at the school, parents are invited to an information evening. Home visits, classroom transition sessions and a welcoming picnic are an integral part to the effective transition of the children into school.

We ensure that all staff in the school know the new pupils and both Mrs Matthews (Head of School) and Mrs Hygate (Executive Head) spend time in class with the children.

As the children move through the school the system of supportive transition is maintained. In term 6, the children visit their new classes for story sessions, as well as Literacy and Maths learning. As a small school with effective communication and an investment in nurture, key information about each child is transferred to enable consistency in personalised learning. This process continues annually.

Year 3 is identified in our school as a significant transitional year as the children move between the Key Stages. With that in mind, the year 3 class is smaller and the highly skilled staff have experience of teaching both Key Stage 1 and Key Stage 2.

For children entering from other schools, we welcome the children to spend taster days in our school. We are developing the opportunity for home visits for new families to ensure the same equality of opportunity afforded to reception intake children.

As the year 6 children approach secondary school, Mrs Wallace (AENCO and Reception Class teacher) begins the supportive transition to year 7 with these same children that she welcomed from their pre-school settings. Along side the y6 team Mr Robbins, Mrs Beamish and Mr Lecarpentier, transition needs are identified whether it be additional liaison with the secondary school SENCO or year 7 lead, or specific skills teaching; for example – catching the bus and related real life problem solving.

This policy is a working document and is currently being discussed with the Parent Forum, Learners' Forum and The School Council.

It is to be ratified by the Governing Body.

Mrs S Wallace

AENCO

January 2015