

HIGH ELMS MAOR SCHOOL POLICIES

Transitions

Aims for the Policy

We want our children to experience a smooth transition from one stage to the next, so that pace and quality of learning are maintained to ensure that children continue to make good progress.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition.

Principles that Underpin the Policy

Approaches to teaching and learning are harmonised at the point of Transition. Planning should be based upon assessment from the previous class and styles of teaching and learning should meet the needs of the individual child and not preconceived notions of what is appropriate. Children should enjoy new approaches at transitions. Transition should motivate and challenge children.

Transition from the Seedlings Room to the Saplings Room

All children need to feel secure about moving to a new class and to ensure this takes place staff will communicate with children and parents, so they are fully informed about the process of transition. Children from the Seedlings room are encouraged to partake in indoor and outdoor activities at regular intervals with children and staff from the Saplings room so that they are familiar with them when it is time to move up. Information is shared between key persons and parents through meetings, Learning Journeys and 'All About Me' sheets which allows for smooth transitions.

Transition from Saplings (The Nest) to Little Elms

All children need to feel secure about moving to a new class and to ensure this takes place staff will communicate with children and parents, so they are fully informed about the process of transition.

The child's key worker will identify each child's likes and dislikes and favourite activities, toys and books and this information will be recorded in the 'All About Me' booklet and shared with the new key person. Parents are also encouraged to share information in the booklets regarding their child's interests at home and if necessary provide the child with their favourite toys or books to bring to the setting. Any other agencies involved with the child will be encouraged to contribute in order that a holistic view of the child is gained.

Parents and children will be introduced to their future key worker and the Little Elms environment.

Parents are encouraged to discuss what is going to happen when at home with their child and to include names of staff members that will be caring for them in the discussion.

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The future key worker will carry out an activity in the Saplings room with a group of children which include those children who are due to move up.

A week before the child is due to move up, their key worker will introduce them to Little Elms room and spend a session with them.

Meetings are to be held between the parent and both key people to discuss the child's personal development in prime and specific areas of learning and share any further information which may include contributions from outside professionals.

When the child moves up to their new environment the appointed key worker will collect them from breakfast club if they start at 8:00 a.m. or ensure they are at the door to greet them if they arrive at 9:00 a.m.

Once the child starts attendance in the new classroom they are to be observed to see how they respond to the physical environment, adults, other children, materials and the routine. Individual planning and requirements will then be put in place based on these observations. The key worker will assess how the child has responded in the 'All About Me' book 6 weeks later.

Transition to a New School

We encourage teachers from any child's future school to visit the child at High Elms Manor School so that the child sees the teacher in a familiar setting and the teacher can observe the child in an environment they are relaxed in. A report and EYFSP is sent to the teacher to provide a good understanding of the child's stage of development.

Transition from Little Elms (Reception) to High Elms (Year One)

The Early Years Foundation Stage is a separate stage of learning; we therefore need to plan for and manage the transition of pupils from Reception to Year 1. The management of transition is part of the broader whole school approach to achieving good curricular continuity and progression in children's learning.

Reception children will be prepared for transition to High Elms 1 during the second half of the Summer Term by attending lunch times in the High Elms 1 environment and play times after lunch. Children will also have the opportunity to spend time exploring their new environment with their reception teacher/classroom assistants for a morning session.

Staff will use the Montessori curriculum tick chart and EYFS profile to plan for and build upon children's learning and will receive all the child's progress reports and their learning Journal. A meeting will take place between the teacher of reception children and the teacher of key stage 1 of High Elms 1 to discuss each child's progress and ensure smooth transitions from one class to the other.

During the summer term a 'Transition Day' will be arranged for the parents of children transitioning from Little Elms to High Elms 1. Parents will be invited to see the classroom environment and to talk to the teacher about their expectations and any concerns.

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Transition from High Elms 1 to High Elms 2

High Elms 1 children will be prepared for transition to High Elms 2 during the second half of the Summer Term by attending lunch times in the High Elms 2 environment. Children will also have the opportunity to experience their new environment with the teacher of High Elms 2 for a morning session.

Transition meetings will take place between the teacher of High Elms 1 children and the teacher of High Elms 2 to discuss each child's progress and ensure smooth transitions from one class to the other.

Staff will use the Montessori curriculum tick charts and National curriculum assessments to build upon and plan for children's learning.

During the second half of the summer term a 'Transition Day' will be arranged for the parents of children transitioning from High Elms 1 to High Elms 2. Parents will be invited to see the classroom environment and to talk to the teacher about their expectations and any concerns.