

Ravenbank Primary School

TRANSITION GUIDANCE

Reception – KS1

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Rationale

At Ravenbank we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This guidance is a statement of intent for Reception to KS1 transition. The guidance also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all-round progress.

Equal Opportunities and Inclusion

Children and parents are actively involved in the transition process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including;

- Accommodating the full range of learning styles
- Using pupil's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.
- Providing a transition book to children to help them to prepare for the change over the summer holidays.

Principles that underpin the guidance

The principles that underpin our transition guidance are:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the

previous class.

- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next Key Stage.
- There should be a professional regard for the information from the previous phase.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process and it should motivate and challenge them.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Transition is about the setting fitting the child, not the child fitting the setting.

Initial preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff are aware of the systems that are currently in place.

- Time is planned for termly meetings between Reception and Year One for teachers to discuss on going assessment and Profile information.
- Reception, Year One teachers and the Assessment coordinator agree together what needs to be handed on at the end of the year.
- Arrangements are made for passing on information to parents about the transition to Year One.
- Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment.

- During the summer term, Reception children visit the Year 1 environment frequently, in order to familiarise themselves with it and dispel any concerns.
- Towards the end of the summer term, Reception children will spend a full morning with their new teacher in their new classrooms. Activities will aim to reassure children and provide a sense of ownership of the new environment.

Creating an appropriate environment

- Year One classroom has areas of continuous provision to support and extend children's independence skills.
- All staff have received training on how to provide a high quality learning environment.
- Year One staff have visited reception to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focussed tasks.
- Children in Year One have access to an outdoor learning environment to support teaching and learning.
- A richly resourced outdoor classroom is used to support teaching and learning in Year One.

Building on what children know and understand

- Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.
- Reception and Year One staff meet to discuss assessment information.
- Reception teachers highlight those children who are still working at

Foundation Stage level or may need a modified curriculum.

- Year One teachers will use cross phase planning that incorporates both Profile Scale Points and National Curriculum levels.
- Reception and Year One teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year One
- Teachers meet after the first few weeks in Year One to discuss individual children after the settling in period.

Partnership with parents

At Ravenbank we encourage parents to be involved by:

- Inviting parents to a transition meeting during the summer term in order to meet staff and gain information about the transition process.
- Inviting parents into school 3 times a year to discuss the progress of their child.
- Inviting parents into school during the Summer term to discuss the annual report.
- Inviting parents to curriculum evenings.
- Parents are given clear information about what to expect in Year One.
- Parents are given the opportunity to meet the Year One staff before September
- Reception parents are invited to help out in Year One.
- Brief end of the day 'open door' sessions are offered to parents in the first few weeks of Year One to address any issues regarding their child settling into Year One.

Continuing Professional Development

- Reception and Year One teachers know what the Early Years Foundation Stage Profile contains and how to interpret the scale points.
- Reception and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- Reception and Year One teachers are confident in making assessments through the observation of children.
- Reception and Year One teachers plan collaboratively checking that continuity and progressions are evident from Reception to Year One.