

## **Transition Policy**

### **In the Pre-Prep Department, we aim to:**

1. Manage carefully the transition between home and setting and between different classes, to support everyone involved.
2. Establish feelings of trust and respect with parents and children.
3. Treat children as individuals to ensure each child has an equality of opportunity.
4. Find out about the child's ethnic, faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting points for learning and teaching.
5. Promote self-confidence and positive attitude to learning in all children, whatever their gender, ethnicity, home language, special educational needs, disability or ability.
6. Recognise that being successful and feeling confident and secure are major factors in protecting children against failure.
7. Inform parents of the value of a two-way flow of information, knowledge and expertise.
8. Ensure all parents are made to feel welcome.

### **Strategies for Ensuring Continuity of Experiences**

Early Years' teachers will:

1. Liaise with The Lodge or previous setting. Parents have an opportunity to talk to Early Years' teachers during our Familiarisation Day which takes place in the Summer Term. Parents may also arrange a convenient time to come and discuss their child with Early Years' staff.
2. Create an appropriate environment for good communication with parents/carers, for example, information displayed about the settings, photographs and explanations of children playing in different areas of provision.
3. Involve parents/carers in the process of induction – provide a Parents' Pack to include information on staff, policies and daily routines.

4. Send parents/carers regular School Newsletters.
5. Invite parents/carers to events such as our Mothers' Day Assembly, ballet/gymnastics displays, Harvest Festival, the Christmas Production, the Easter Hat Parade and Egg Hunt, and other events involving their children.
6. Be aware of and support parental needs, for example, literacy difficulties, English as an additional language (EAL) and Special Educational Needs (SEN).
7. Develop flexible settling strategies, for example, building up the number of sessions the child attends in one week.
8. Collect information to support initial interests – be adaptable and flexible in their approach to the Curriculum to build on children's interests – observe young children and use this to identify next steps.
9. Talk with other professionals who know the children.
10. Make the provision fun for children – show that they enjoy being with them and that they value/respect them – support the building of their self-esteem and confidence.
11. Pass on information about children's progress to the next class e.g. Learning Journeys, transition forms, records, summative assessments to use as information for planning.
12. Invite new parents to a Coffee Morning at the beginning of the year and a Transition Evening at the end of the Spring Term for children moving from the 'Oaks' to the Pre-Prep Department in September.
13. Make parents/carers aware of the Early Years' Foundation Stage Curriculum at an Information Evening during the Spring Term in September.
14. Liaise with the Local Authority Consultants to access local and national materials as they are produced.
15. Involve the Early Years' children, including the children in the 'Oaks' (2-3 year olds) in the weekly Pre-Prep assemblies with the Headmaster, and regular Hymn Practices.
16. Teachers/ key workers to fill in forms (attached) including all relevant, useful information about children and these will be passed to the child's new key worker/ teacher at the end of the School Year and will be the focus of staff

transition meetings.

### **Supporting the Transition Process**

***Staff will meet at the end of the Summer Term to discuss:***

Foundation Stage Profile data (cohort and individual level)  
Child's School Report  
Guided reading/mathematics groups  
Book levels  
Communication, Language and Literacy Development Phases (CLLD)  
Mathematics key objectives and class record  
Reading/writing targets and any statements  
Information from the child (interests, achievements, likes and dislikes)

***The Lodge staff and the staff in Classes 1 and 2 to meet and discuss:***

Family (siblings)  
Name preference  
Diet/food allergies  
Health  
Likes and dislikes  
Friendships  
Fears/phobias  
Dummy/special toy or comforter

Reviewed 1 Nov 2019