Kew Green Preparatory School

Transition Policy, including Early Years

Context

KGPS is committed to delivering a smooth transition for children upon entry, when moving between each curriculum of our three key stages and at their exit point from our school. We provide explicit transitional support for children moving between the Early Years Foundation Stage, Key Stage One (Y1-2) and Key Stage Two (Y3-6) and more subtle pastoral support if individual children are struggling with change throughout their Key Stage or are new to the school.

As children move into a new Key Stage, they will experience changes in curriculum demands and age-related personal, social, emotional, and physical changes. We therefore need to plan for and manage transition and change between each stage carefully. Our Transition Policy is designed to support children to overcome the challenges they may face along their continuing learning journey from Reception to Year Six in our setting. The purpose of this policy is to outline our transitional procedures between Nursery and Reception, Reception to Year One, Year Two to Year Three and finally with their transition onto Secondary Schools from Year Six. These procedures complement the thorough handovers that happen at the end of each academic year, between class teachers and across year groups.

Policy Aims

Entering a new school or Key Stage can be a worrying time for young children. We recognise that children are vulnerable during this period of rapid change and often experience instances of insecurity and heightened anxiety. A well-prepared and thoughtful transition which involves all staff, pupils, and parents, will ensure the pace and quality of learning, pupil progress and attainment is maximised. Both children and parents/carers need to feel secure and confident to face the challenge of starting school and any significant changes, as they progress through their school life. We implement a range of strategies and activities to ensure a smooth and happy transition at KGPS.

Key Policy Principles

- Approaches to teaching and learning are harmonised at the points of transition upon entry into Reception, between Reception and Year One and then once again between Year Two and Year Three. Exiting our school at Year Six, is also a well-supported period of transition for our pupils.
- We ensure our children's emotional well-being, along with physical and mental health are a priority and our pastoral responsibility to our children underlies all that we do.
- Planning and provision are based upon assessment information from the previous academic year or setting, along with any Special Educational Needs & Disabilities (SEND) information about a child.
- Teacher collaboration and a strong parent partnership also enrich the handover process.
- Styles and approaches to teaching and learning meet the needs of the children and are not based on pre-conceived notions of what is appropriate/expected for the next phase/key stage.

- Transition motivates and challenges children who feel confident about what transition will be like and how they will be involved.

The Transition Process

Preschool to KGPS (Nursery to Reception)

We recognise that all children entering our setting are from diverse backgrounds and that they are each unique and at differing stages of development. We implement several strategies to ensure a smooth and happy transition from their Pre-school setting into their new Reception setting.

Prior to starting and if a child does not attend our own nursery – Kew Green Nursery (KGN)

- During the initial admissions process parents are introduced to our ethos, values, and provision through a personalised tour of the school given by the Head or another member of SLT. Before a place is offered, the Head of Nursery and Reception calls the child's pre-school setting to establish if there are any concerns for the child in their learning development. We need to make sure we are able to support all children at KGPS and we are prepared for any child who might need SEND provision.
  Parents are asked to inform us about previous educational settings; pupil's learning abilities in relation to the EYFSP or their Age Two Progress Check; languages spoken; cultural and spiritual backgrounds; individual needs and interests; strengths and areas of development.
- KGPS does request the following documentation from the previous setting for all children who enrol into our Reception classes (with parental permission, in-line with GDPR):
  Early Years Foundation Stage Transfer Summary form including: Two Year Progress check and EYFS Profile (EYFSP) if available; any Pre-School Reports; Additional Educational Needs or Disability (SEND) information; English as an Additional Language information; Safeguarding and Welfare information (without parental permission).
- The Head of Nursery and Reception makes contact again with the Nursery Settings in the summer term before the child starts at KGPS to arrange a nursery visit to see the child in their setting and talk with their key worker. Vulnerable children may be visited prior to the summer term and visited a few times to make sure we will be able to meet their needs on arrival. If that is not possible to visit a nursery, then a phone consultation is arranged to discuss the child for transfer information.
- The Head, the Head of Nursery and Reception and the SENco, meets with all vulnerable pupils and their parents to begin the handover process and identify individual transitional needs.
- Our SENDCo liaises with any relevant specialist agencies, including Nursery SENDCo's, to familiarise specific learning needs. This information is then disseminated to EYFS staff, and our provision is pre-organised ready for new children to start.

Children Transferring from our own Nursery – KGN

- Many of our Reception intake will join us from our own Nursery setting KGN. The Reception class teachers visit the preschool children in the summer term to become more familiar with the children joining our Reception classes.
- The preschool class (Squirrels) are very familiar with KGPS as they attend both a music and an ICT specialist lesson at the prep school each week. They have specialist Art and an PE sessions with KGPS teachers also on The Green and in the Art Room. Squirrels perform a joint Nativity with the Reception children and attend some special events such as Harvest Festival and Remembrance Service.
- Children at KGN do have an automatic place at KGPS if we feel we can support their needs fully. If we are unable to support a child fully within our Reception setting and feel that KGPS is not the right school, meetings with the Head, Head of Nursery and Reception and SENDco for KGPS will have taken place and been recorded. Support will be offered to these families to help them find the right setting for their child.
- KGN will pass on the relevant transfer information to KGPS as requested from other nursery settings.
- In the spring term we hold a 'New Parent's Coffee Morning' for our Reception parents before they join. This event allows parents to meet each other, meet with the Head and other key members of staff with opportunities to ask questions. Information is shared with the parents about what to expect over the coming months. Such as the date for uniform fitting, planned nursery visits and the date for our 'Reception Induction Morning' in July.
- All future Reception children and their parents are invited to school to meet their future classmates and teachers in the summer term before they are due to start at Kew Green Preparatory School, usually held in the final week of term and called 'Induction Morning '. The children get taken by their teachers into their new classrooms for a stay and play session whilst the parents gather for a talk about what they need to know for their first few days of school, daily routines and what to expect when their child joins Reception in September. A pack of information is sent home including and a sheet called 'All About Me' which is filled in by the parent and child as an introduction for the teacher and gives parents an opportunity to express their concerns.
- All children are given a Kew Green Preparatory School teddy bear for the summer holidays and their teachers send them personalised postcards of 'The Reception Lodge' towards the end of the August before they join.

Autumn term in Reception

- Depending on the day the term starts, children are given either one or two compulsory half days within the first week of joining Kew Green Preparatory School. We recognise that whilst starting school is a positive experience it can also be overwhelming emotionally, and children need time to process the change.
- All children are offered a half day starting at 12.15pm on Fridays for the first term only
- Each child is allocated a Key Person to respond to the child's needs and help them settle into their new environment. The Key Person will also be the main point of contact for the parents. In the Reception classes, the Key Person will be the class teacher
- Parents are invited to bring their children to their classroom door of the Reception Lodge to drop them off, where they are greeted by the class teachers.
- During the first full week in September, parents are invited to attend a Reception Curriculum and Information Evening where they can find out what their child will be learning in their Reception year, in addition to classroom expectations, pastoral arrangements and forthcoming events. Each term, timetables are shared with parents as well as a curriculum overview.
- Practitioners are always able to discuss issues arising with parents at short notice. We hold parents' evening twice in the autumn term. The first parents; evening is held after 2/3 weeks and are to inform parents about how their child has settled and the prime areas of learning. It is another opportunity for parents to ask questions on routines and expectations. The second autumn parents' evening is after half term and coincides with the whole school parents' evenings. These are 15 minutes long meetings and involve both pastoral and academics, looking at progress and next steps
- Parents are invited to attend a 'Phonics Workshop' within the first full 2-3 weeks of the new school year; it offers information about the strategies and concepts the children will be taught in phonics in their Reception year, as well as some practical ideas parents can use to support their child at home with their reading. Further workshops are offered later in the term/year, such as focusing on maths and assessment
- A Reception Survey is sent to parents at the half term point allowing us to reflect on parent views and if we need to adapt anything further to assist our Reception cohort
- Our playground is usually a lot larger and busier than most of our feeder Nurseries. Therefore, time and consideration has been put into ensuring our new pupils are introduced and supported to adjust to the new playground environment.

  Initially Reception pupils only play in our designated Reception playground which offers a wealth of activities. However, we do recognise that some children need more space to both run and climb. Dependent on the year group and the individual children, teachers select different children, being allowed on the top playground with the Year 1 and 2 children. Some children are not ready for this transition whilst others are. Reception teachers inform those staff on duty of the children on the top playground. Dependent on the year group, usually most Reception children are allowed on the top playground by March. They can still access the quieter space of the Reception play area. Reception children do not access the climbing frame during playtimes

until a suitable point is agreed between the Reception team and Head of Lower School. Usually at some point in the summer term. Again, this is dependent on the cohort and their needs. Staff on duty at playtimes, are introduced to the children prior to playtime. Information on key children, such as those with allergies or indeed need an extra eye kept on them for various reasons are shared with duty staff as well as through whole school emails. Any concerns about playtimes/children/groups of children are shared in section meetings.

- Children eat their lunch in the Dining Room under the close supervision of their Key Person or TA at their table. Hygiene, healthy eating, and manners are monitored and encouraged each day. Staff support the children to succeed and enjoy lunchtimes at our school, communicating any concerns which may arise with the Head, Kitchen staff and parents.
- Children's pastoral care is closely monitored by all staff, and the sharing of pupil information is shared at weekly section meetings and with all staff who teach the children to ensure all pupils are succeeding in transition.

Early Years to Key Stage One (Reception to Year One)

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage One is therefore, an important transition. There are a number of strategies to ensure that the move from the Early Years Foundation Stage into the Key Stage One curriculum is a smooth and enjoyable one for our children.

Summer term of Reception

- Morning sessions become gradually more structured: longer whole class carpet sessions, daily teacher-focused and carefully designed independent activities to be completed each day in preparation for the more structured Year One provision ahead.
- In the summer term of the Reception year, Year One teachers meet with their new Reception class by spending time with them in 'The Reception Lodge', allowing them to make observations and get to know the children. The Head of Year 1 and 2 also drops in for informal observations more regularly during the last part of the summer term and meets with The Head of Nursery and Reception to discuss any concerns for any child about to move to Year 1.
- Reception children spend the morning in a Year one class for 'Move Up Morning' in the last week of the summer term to familiarise themselves further with their new classroom and teacher.
- At the end of summer term Reception teachers meet with the Year one teacher for a handover.
    1. Information about a child's learning journey through Reception is verbally shared along with any concerns, allergies, extra parent meetings that have taken place. Sharing of teacher knowledge. Year one teachers make notes

2. Sight word assessments/ phonics and reading levels are handed over
3. Any planning adjustments made for a child due to AG&T, SEND or EAL are shared
4. Current interventions/ specialist assessments are shared
5. Year one teachers read the end of year reports on the Reception children

Year One Autumn Term

- Year one teachers read children's files in school office and are made aware of any changes of circumstances by the office staff.
- Year one teachers conduct their own assessments within first week of school in phonics, spelling and maths.
- At the start of the second week a meeting is held between the Year one team. Head of Year 1 and 2, Head of Nursery and Reception and SENco. The Reception EYFSP data is shared with all staff. Information about who did not get GLD and in what area is shared along with those children we as a Reception team were Best Fit ELG but not necessarily secure. The Reception data is compared with current observations and assessments completed on children within their first week in Year one and intervention groups are formed accordingly. This is to further help those children with key skills that they haven't reached or forgotten from Reception.
- During the first term in Year One the classroom environments reflect a little of the Reception learning environments such as role play, writing and construction areas. The organisation of the lesson may also mean children carousel through different activities after the whole class carpet session.
- During the first full week of Year One, all parents are invited to a Year One Curriculum and Information Evening. Teachers share key information on the Year One curriculum, homework and routines and behaviour expectations. Timetables are also explained and important dates shared.
- All new parents to the school, are encouraged to meet the Y1 teachers within the first two weeks of term to discuss the child's initial well-being and transition.
- Parents are encouraged to attend our 'LS Reading, Phonics and Maths Workshops' to familiarise themselves to our teaching and learning provision.

Key Stage One to Key Stage Two (Year Two to Year Three)

Year Two - Summer Term

- To help develop independence skills, children will be responsible for bringing in their own pencil case and homework diary from home each day.

- In preparation for longer and larger assemblies, Year 2 to attend US assemblies (poetry, themed, or special assemblies)
- During the Summer Term, parents are invited to a Transition Evening, to meet the Year Three team (and Head of PE & Games) who present information about the differences between Key Stage One and Key Stage Two, providing support on how parents can help in the transition process.
- Year Three teachers, where possible, visit KS1/Y2 settings to observe children learning and begin building rapport with the children before they arrive in Year Three.
- Year Two children visit Year Three as part of a 'Move Up Day' and develop familiarity with new classrooms and their new teachers.
- Handover Meeting - Year Two teachers meet with Year Three teachers to analyse the 'End of Y2 results' to identify the following:
    - children who still need to continue to access KS1 objectives
    - strengths and weaknesses of the cohort - to be focused upon in the Year Three Autumn term
    - strengths and interests of the cohort and individuals that may be incorporated into Year Three Autumn term units of study
    - phonic assessment scores
    - English results
    - Maths results
    - Verbal feedback on pupil's Effective Characteristics of Learning, pastoral and PSHEE development
    - Parent Evening consultation tracking notes
    - Planning Adjustments, AG&T and SEND information

<u>Year Three Autumn Term</u>

- Children will remain in their class group initially while the Year Three teachers monitor progress and begin to set the year group. Setting in English and maths will take place at a time when all parties feel that sufficient data and evidence has been gathered to make decisions. This will either be after the October half term break, or at the beginning of the Spring Term.
- To allow for a smooth transition to from LS to US in terms of playground use, a rota is in place for use of the climbing frame and a designated 'Year 3 play area' throughout the Autumn Term.
- Year Three teachers collaborate with Year Two teachers and Head of Lower School and Head of Upper School regarding vulnerable pupils or any pupils displaying anxiety throughout the transition.

- New Parents are encouraged to meet the Year Three teachers within the first two weeks of term to discuss the child's initial well-being and attend the Parent Information Evening and Upper School social at the beginning of the Autumn Term.

Year Three Continued

Year Three are continuously supported as they settle into the year and are reminded of the Upper School learning culture, behaviour culture, behaviour expectations, rewards, and sanctions (see Behaviour Policy for further clarity and detail). Class Teachers and the Head of Upper School work closely to report on any children who may be struggling with the introduction of homework, the level of work set or any other aspect of school life through weekly briefings and bi-weekly year group meetings. Teachers, through careful observation and effective monitoring, continuously assess each child's overall wellbeing and academic attainment and support is put in place wherever a need emerges. Help and support is tailored to the individual, with close collaboration with the child's parents, and can involve a range of methods (e.g. individual behaviour plan, tailored homework activities etc.) and a range of specialist staff (e.g., support from our SENCO, play therapist, pastoral support from Head of Upper School).

Upper School

- As children continue through the Upper School, they are enabled and supported by their teachers to make smooth and happy transitions into their next academic year.
- 'Moving Up Morning' which runs each year in July helps facilitate this, with children moving to their new classroom and meeting their new teacher ahead of coming back to school in September.
- Thorough handovers are conducted between Class Teachers towards the end of each academic year, with further support from the SENDCO and Head of Upper School.
- Academic and pastoral notes are passed on, as well as thorough information and assessments related to any learning or pastoral needs, identified or suspected. Any relevant safeguarding or child protection records will be shared, as they will be with future schools.
- Children, from time to time, may find they leave KGPS part-way through a year or at the end of an academic year and they are supported by their Form Teacher during these times, with regular communication with their parents, if necessary, to allay any worries or fears. They are given a warm farewell and wished the best of luck in by their teachers and peers.
- New starters to the Upper School are given a full induction which initially involves a tour of the school and informal discussion with the Head of Upper School. The child may also participate in a 'Taster Morning' either before or after being offered a place to meet their new class and class teacher.
- Parents are also fully welcomed to the school and key details are passed on related to the:
    - KGPS 'Parent Handbook'

- Newsletters and introductory leaflets including uniform requirements, Class List etc.
- Details of the child's online account and email address and password
- Contact links with class and section representatives

- Our Curriculum Evening and Welcome Event in September provide the opportunity for parents to meet the class teachers and to find out more about the curriculum and how the year group runs.
- Any parents of new starters in Upper School will be contacted at the end of the first full week to update them on how their child/children have settled and some of the activities they have already participated in.
- Our New Parent's Drinks evening provides a platform for parents of new starters to meet teaching staff and school directors
- The school's Open-Door policy is emphasised throughout the year to encourage all parents to remain in close contact with the school throughout their time at KGPS.

11+ and Transition to Year 7

- The 11+ process is overseen and managed by the 11+ lead (Amy Kinross) and the Headteacher (Sasha Davies), while pastoral aspects are managed by the Upper School section lead (Greg Searle)
- Preparation for the children's transition to Year 7 forms a significant part of the children's PSHEE programme in the Summer Term and is run by their class teachers and overseen by the Head of PSHEE
- Children regularly visit their future schools and are invited to take part in induction programmes
- At KGPS, class teachers regularly check-in with children and support them if they have anxieties or worries about the next stage of their education. Parents are also informed if a child seems particularly worried about Year 7 and the challenges ahead and extra pastoral provision is available if an individual child needs it.
- Over the course of Year 6, the children are provided opportunities to develop their sense of responsibility through their Prefect roles in preparation for entering Secondary School. They are all individually recognised and celebrated in our Prize Giving ceremony at the end of the academic year.
- Our Year 6 children leave KGPS with an awareness of their strengths and passions; areas of development and strategies to support them in working on these; confidence, integrity, and community spirit; a strong moral compass and clear understanding of British values; as well as an instilled love of learning, all of which stand them in good stead for the transition to their future school.
- Handovers are conducted between current class teachers and future schools around pastoral and learning needs, as well as the transfer of child protection and safeguarding files.

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