

## EXPLORERS POLICY AND PROCEDURES

Name	Transition Policy
No. of pages	4

**Transition Policy****Pre-School - Reception****Policy statement**

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next. This is different from 'transfer' which describes the movement from one school to the next.

**Rationale**

At Explorers we feel it is important to create a whole school approach of which staff, children, parents and other agencies has a clear understanding. This policy is a formal statement of intent for transition from Pre-School to Primary School Reception.

The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum Requirements.

**Aims**

Explorers 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**

The children and parents are actively involved in the 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:

- A range of learning styles Explorers
- Using children's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

**Principles that underpin the policy**

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition
- Assessment information including the Pathway Book and progress trackers to be given to the new setting

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 phase :

- There should be a professional regard for the information to and from the new setting
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition
- Children should enjoy the transition process
- The transition should motivate and challenge children
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children
- 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
- Children, parents/carers and staff need to be involved on an equal basis
- Transition is about the setting fitting the child, not the child fitting the setting
- Transitions are not overlooked or left to chance, but thought about and planned in advance.

### **Initial Preparations**

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into our Self Evaluation Schedule:

- Reception teachers to spend some designated time in Pre-School , observing children in their familiar environment (both at Pre-School and home) and observing practice, where appropriate. This is dependent on each individual school.
- Pre-School and Reception teachers 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 Reception from Pre-School
- Pre-School parents are invited to meet the Reception teacher/support staff (where practicable) and explore the Reception environment
- Teachers visit Pre-School to observe and meet the children and talk to the staff regarding child development
- Contact is made with other cluster schools to arrange visits

### **Creating an appropriate environment**

- Pre-School has areas of continuous provision to support and extend children's independence skills, which will enable a smooth transition to Primary School to take place
- All staff have received training on how to provide a high quality learning environment

- Children in Pre-School 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 Pre-School and Reception

#### **Building on what children know and understand**

- Areas of provision are planned for Pre-School, with appropriate challenge and adult directed activities
- Support staff move temporarily with children from Pre-School to Reception, with one member of staff working in both settings, where appropriate.
- Pre-School and Reception staff meet to discuss assessment information

#### **Partnership with parents**

##### **At Explorers we encourage parents to be involved by**

- Inviting parents into Pre-School once a term to discuss the progress of their child, although an 'Open Door Policy' is operated so parents can come in and chat to Pre-School staff anytime
- Newsletters to inform parents of curriculum coverage and events
- Encouraging parents to come in and 'Stay and Play'
- Parents are given clear information about what to expect in Reception from Explorers Pre-School, School readiness information letter.

#### **Continuing Professional Development**

- Pre-School staff are confident in the role of Key Person in making assessments through the observation of children.
- Pre-school staff regularly attend training, for child development and learning

This policy was adopted at an Explorers committee meeting held on

Date: 15/07/2022

Approved by:

Kelly Groves – Chair Person

Anna Swinburn - Supervisor