

Alloway Primary School and Early Years Centre

Transition Policy



Transition Policy for Alloway Primary School and EYC

Article 12 (Respect for the views of the child):

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

This policy sets out the procedures for supporting our children as they move into school, through school and beyond. Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children's successes and ensuring the most appropriate provision is provided throughout our school and Early Years Centre. We aim to provide smooth transition so that the pace and quality of learning are maintained to ensure children continue to reach their full potential across the curriculum. Children face transitions every day and at key points in their school learning journey.

Arrangements to support learners and their families

Children and their parents and carers are actively engaged in transitions at all stages of learning. We take account of the Wellbeing Indicators when planning transition for all. We meet with families and the Team Around the Family to ensure that proactive steps are in place to minimise any potential barriers to learning for those requiring additional support. We work with key partners to provide an inclusive environment where every child can access the whole curriculum. In Alloway Primary we share our vision and values and aim to promote resilience and confidence in our pupils. We have regular learning conversations with our pupils and encourage them to set personal targets that are realistic and measurable.

Collaborative planning and delivery

In Alloway Primary we have a comprehensive, well-planned programme of transition in place. We plan and work with partners and other agencies to ensure transition arrangements are effective for **all** learners. We have robust systems for sharing sensitive information such as Pastoral Notes, staged intervention, SIMD data and Child Protection information. We have agreed shared approaches to recording transition data.

Continuity and progression in learning

There is continuity and progression in learning across all curricular areas at all stages of learning. We plan collaboratively to develop a shared understanding of progress across all levels and make very good use of tracking and assessment to identify strengths and next steps for individual learners. We monitor pace of learning through regular planned tracking conversations and use National Standardised Assessment and professional judgement to identify where a child is on their academic journey. All tracking and assessment information is passed on at transitions and is key to ensuring children's progress continues.

Key Principles

- ✓ Transition arrangements ensure children and young people's wellbeing and raise attainment.
- ✓ There are planned opportunities for staff to come together to develop a shared understanding of progress across levels.
- ✓ There are clear, shared processes in place for the transfer of information about all children's learning and wider achievements.
- ✓ Information is used effectively to ensure continuity in learning across the curriculum.

- ✓ Robust tracking is used to inform and improve future learning.
- ✓ Children are able to articulate their key strengths and identify their personal targets for development.
- ✓ Children, parents, carers and the Team Around the Family are actively involved in transition reviews.

Transition to our Early Years Centre

- ✓ Parents who wish to enrol their children to Alloway EYC are asked to complete an Early Learning and Childcare Admissions Information and Application Form online. The link is sent out by the school and local authority. This should be submitted along with the child's birth certificate and proof of residence.
- ✓ Our Head Teacher will notify parents of their placement in accordance with South Ayrshire guidelines.
- ✓ Parents and children are invited to an induction meeting where they are offered a induction visits to our EYC. An Early Years Enrolment Form is given during this induction meeting and parents are asked to complete and return this prior to the commencement of their child's placement.
- ✓ Children who are aged three between March and August will begin our EYC in August.
- ✓ Children who are aged three after August will commence their placement on the first Monday after their 3rd birthday.
- ✓ Through observations, pupil enrolment forms, information from parents, outside agencies and GIRFEC, the need for additional support and early intervention is identified.
- ✓ Provision for pupils requiring additional support will be discussed with all stakeholders during formal Team Around the Family reviews.
- ✓ PEEP groups will be set up to provide regular transition opportunities for children starting with us.

Transition to our Primary 1 classes

Aim - To work in partnership with children, parents and early years practitioners to provide a smooth and effective transition from nursery to Primary 1 ensuring that the children feel happy, safe and secure as they continue to develop as successful learners, confident individuals, responsible citizens and effective contributors.

To continue to build on prior learning by providing a greater continuity of approach to learning and teaching experiences to meet the needs, interests and abilities of our children.

Objectives - To provide opportunities for the children and parents to become familiar with the school and meet school staff, other children and parents

To establish trust and partnership with the parents in order to work together to achieve common goals

To inform, support and reassure parents in preparations for their child's first few weeks at school

To develop further opportunities to link with local nursery establishments

Implementation (role of staff) - DHT is responsible for the organisation and management of nursery/Primary 1 induction.

Date	Task
December	Children whose 5th birthday falls between 1st March and 28th February require to be registered for primary education. Posters advertising our induction events are posted in our own EYC, partner EYCs and in our local community. This is also advertised in our local press.
January	P1 Enrolment online by parents and admin staff begin sorting of applications in line with dates in Council policy
February	Enhanced Transition programme begins, and will continue as these children familiarise themselves with infant staff and environment. Children taking part in enhanced transition with also take part in visits with their keyworkers.
	EYC groups visit P1 with their keyworker to play in the open area. These will continue as these children familiarise themselves with infant staff and the school environment.
March onwards	EYC groups continue to visit P1 open area to play on a weekly basis.
April	DHT to meet with staff to arrange classes
	DHT to make initial contact with partnership nurseries and arrange to meet children from other nurseries who will be attending our P1 classes. These children are invited to come for weekly play sessions in May.
	DHT to send out P1 induction evening letters
	DHT and class teachers to arrange P6 buddies for new P1 children
	Buddies to visit children in the nursery and create welcome booklet / card / video for their P1 buddy.
April / May 2024	DHT to contact partnership nurseries to arrange visits and dates for their children to play in P1 and meet children. DHT to meet key staff to gather information.
	When placing requests are finalised by South Ayrshire Council, DHT in consultation with nursery staff will make up the classes. DHT will arrange induction visits.
May	Induction evening 6:00-7:00pm – HT/DHT/Parent Council /P1 teachers (give out induction packs)
May	DHT will write to each child starting P1 to invite them and their parent(s) to visit the school and meet their teacher for two induction visits. This letter will provide information on classes. Parents to receive an online 'All About Me' questionnaire to fill out to be used as part of transition information.
May/June 2024	DHT to organise P1 playdates for children attending partnership nurseries.
	DHT to arrange regular times for P1 class teachers to spend time in the nursery both am/pm and to visit children in partnership nurseries
Ongoing	Continue with informal visits to P1
	P1 teachers to continue to visit nursery
June	Induction day 1 – 9:00-11:30am
June	Induction day 2 – 9:30-12:00pm (to include lunch for children and parents at 11)am
June	P6 Buddies to give card / booklet during the induction day visit.
June	P1 teachers to receive Development Milestones assessments which are conducted in October and May/June by EYC staff. The EYC teacher also meets with P1 teachers for a transition meeting where pupil's ability, additional support needs, assessment data and any other information relevant to the wellbeing and development of the child is shared.
August 2024	P1 children start (first day start at 9.15am)
	P1 teachers to have coffee meeting with parents
	Learning in P1 workshops by P1 teachers
September/February	The school holds an open afternoon where parents can visit and see their child's class at work.

Paperwork

Online Enrolment forms
P1 school information form
Medical consent form
Photograph consent form
School meals information
Learning Journals consent form

Transition from our Early Years Centre to another Primary School

- ✓ We will fully support the transition of a child from our EYC to another Primary School.
- ✓ We will initiate contact with the other school when the placement has been confirmed in order to provide smooth transition.
- ✓ Transition packs will be prepared in April. These will include:
 - Copies of care plans and pre-school report (once this has been issued to parents)
 - Copies of tracking information
 - An invitation to come out and meet with the child and key worker

Transition from our Early Years Centre to a specialist placement

- ✓ We will fully support the transition of a child from our EYC to another placement within South Ayrshire Council.
- ✓ Where this is found to be appropriate this will already have been discussed at length during Team Around the Family (TAF) meetings during ante-pre and pre-school years.
- ✓ Children will have identified needs through the TAF process.
- ✓ If a placement outwith mainstream is being considered this conversion will be led by the Health Visitor (Named Person), DHT (Lead Professional) and Educational Psychologist with appropriate paperwork submitted to the Central Admissions Group (CAG) by the specified date in December (prior to starting P1).
- ✓ We will initiate contact with the other school when the placement has been confirmed in order to provide smooth transition.
- ✓ All information will be passed to the other school and the child will have an enhanced transition process to the this placement.

Transition throughout Primary School

Our aim at Alloway Primary is to ensure we create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, enjoy learning and actively work together to be the best they can be.

We are an open plan school who work throughout the year sharing our learning and promoting a positive inclusive ethos that has the needs of the child at the centre of our practice:

- ✓ We share our learning through assemblies.
- ✓ Whole school themes are planned to support collaborative learning where children mix with others across our school, allowing them opportunities to get to know other staff members and each other.
- ✓ Staff work across the school supporting after-school clubs and community events.

We adhere to the following transition model:

- ✓ Our HT makes the decision around May regarding class transition and staff deployment.
- ✓ Transition meetings are held between staff where the strengths and needs of individual pupils are discussed.
- ✓ Tracking folders and the SHANARRI indicators form the basis of this professional meeting.
- ✓ Bump-up afternoons are planned where each class will work with their new teacher(s).
- ✓ Children will review their learning styles and prepare an 'All About Me' leaflet for their new teacher(s).
- ✓ Children and parents fill out an online transition form to share information.

- ✓ Staged Intervention targets are shared with new staff and appropriate modifications are made to meet the needs of all learners. Staff complete evaluations of STINT targets.
- ✓ Forward plans, tracking data, CEM result, report cards and evaluations of learning and teaching are shared to ensure continuity and progression.
- ✓ Writing jotters are passed on with unfinished maths workbooks to allow continuity and progression.

In August a further transition meeting between staff takes place to discuss progress, groupings and wellbeing.

In September parents are invited to an open afternoon where they can see their child's class at work. Teachers prepare a settled activity to allow parental interactions with pupils and their teacher(s). Parents' views are sought at this time and used as part of our self-evaluation process. We also offer a further opportunity for an open afternoon in February.

Transition to Alloway Primary Mid-session from another school

- ✓ Individual walkrounds are offered to all incoming parents and children with HT or DHT.
- ✓ Parents are asked to complete a Primary School Enrolment Form and are given a School Handbook along with a copy of our social calendar.
- ✓ Visits are organised to meet new teacher and class prior to starting.
- ✓ A 'buddy' within the receiving class is chosen to help the new pupil find their way around and to help them integrate within our whole school community.
- ✓ Tracking records, CEM data and any staged intervention from the pupil's previous school will be shared with the class teacher to allow them to provide progressive learning experiences.
- ✓ New pupil form from School Nurse is given to all new families to complete.
- ✓ HT shares all information with new teacher.
- ✓ Online form used to gather information about new pupils.
- ✓ New teacher to check in at the end of week 1 and month with parents to monitor progress.

Transition to Secondary School

Primary 6

Enhanced transition will be identified during P5/6 Team Around the Family (TAF) meetings. Key staff at Belmont Academy will be contacted and invited to TAF. Belmont offer family tours for P6 children requiring enhanced transition.

December – May

- ✓ All pupils in Primary 7 will receive a transition letter informing them about transfer arrangements and placing requests to Belmont Academy.
- ✓ Pupils who require additional transition arrangements are highlighted to pupil support teachers at Academy.
- ✓ TAF meetings will be organised for pupils who require additional support and enhanced transition. A representative from the receiving secondary school will be in attendance alongside parents and all relevant stakeholders.
- ✓ Enhanced transition programme put in place by secondary schools and ASD outreach team. Individual children access these as required and are supported by the school.

May

- ✓ Primary 7 teachers will complete Secondary Transfer Forms for each individual pupil (Appendix 13). This form will be sent to the relevant secondary schools.
- ✓ Enhanced transition afternoons will be arranged to the relevant secondary schools for children requiring additional support.
- ✓ Belmont staff will visit Alloway Primary and team teach with our P7 teachers and meet P7 teachers for transfer of information.
- ✓ P7 children go on a residential outing for 3 days with staff and the Head Teacher to work on team building and independence.
- ✓ Parents receive a questionnaire from Belmont Academy to complete.

June

- ✓ Pupils will be advised of their houses and class groupings for Belmont directly from Belmont Academy.
- ✓ Parents are invited along to Belmont Academy for an induction event where they can meet staff and learn about the aims and vision of the school.
- ✓ Pupils will attend Belmont independently on two consecutive days in June where they will follow a timetable as part of their new registration groups.
- ✓ PPRs, staged intervention and child protection records are shared with the receiving secondary schools.
- ✓ Primary staff should not engage in parental requests for secondary class structures. This should be left for the DHT at Belmont Academy who is responsible for transition.

All transition meetings are documented and a record is kept in the teacher's Tracking and Assessment folders and with the Pupil Support Co-ordinator (HT).

Role of Parents/Carers and Children in transition

Role of Parents

Parents/carers should enrol their child for education at key points – EYC, P1, P7 and when moving school.

Parents/carers should bring their child along to visit and engage with induction process.

Parents/carers should talk positively to their child about transition into EYC/School.

Parents/carers should provide essential information for the school staff by completing relevant forms and online transition questionnaire.

Parents/carers should speak with the staff on a regular basis to discuss their child's progress, share information and organisational considerations, and ask any questions.

Parents/carers should talk to their child about their day and celebrate their successes and achievements.

Parents/carers should read parent information letters and feel informed and part of their child's learning.

Children

Children should feel safe, secure and happy in their new setting.

Children will build relationships with school staff.

With support, children should understand and follow class rules and routines.

Children should share their learning experiences with their parents, be aware of their achievements and those of others.

Evaluation

The success of this policy will be reviewed annually, with the views of parent, children and staff will be sought, noted and discussed.

Alloway Primary School Transition Record

Current Teacher(s)	Receiving Teacher(s)	Class Role

The following has been shared, discussed and passed on:

Staged Intervention	✓	Medical protocols	✓	Tracking folders	✓
Groupings	✓	CEM data		SEEMiS results	
Evidence folders	✓	Learning logs		Writing jotters	✓
Decile data	✓	Free meal entitlement	✓	Photograph permission	✓
Report Card Comments	✓				

Please ensure you pass on all information about each child including medical, social, academic, strengths, development needs and assessment data. Please note any conversations that you may have had with parents around any issues or challenges children face, including any potential issues that may need further exploration, including literacy difficulties.

NAME	STAGED INT.	CARE EXP.	PEF	FSM	ATTENDANCE - note if attendance could be improved
SAFE					
HEALTHY					
ACHIEVEING					
NURTURED					
ACTIVE					
RESPECTED					
RESPONSIBLE					
INCLUDED					

(complete a new table for each child)

Example of transition passport in school

Transition Passport

Name:

School House:

My Achievements, e.g. certificates, awards, sporting medals, school awards etc.

Things I enjoy in school, e.g. art, music, drama, PE, experiments, problem solving, making friends, working with adults, discussions:



Things I enjoy out of school:



Some more interesting facts about me:



When I leave school I think I would like to be:



Do you find any of the following things hard?

- | | | | |
|--|--------------------------|--------------------|--------------------------|
| Reading | <input type="checkbox"/> | Too much work | <input type="checkbox"/> |
| Copying - from board | <input type="checkbox"/> | books | <input type="checkbox"/> |
| Spelling (especially when writing) | <input type="checkbox"/> | Times Tables | <input type="checkbox"/> |
| Story-writing | <input type="checkbox"/> | Telling the time | <input type="checkbox"/> |
| Handwriting | <input type="checkbox"/> | Remembering things | <input type="checkbox"/> |
| Homework (especially project work) | <input type="checkbox"/> | Sitting still | <input type="checkbox"/> |
| 'Stickability' (giving up) | <input type="checkbox"/> | Keyboarding Skills | <input type="checkbox"/> |
| Maths | <input type="checkbox"/> | | |
| Forming friendships | <input type="checkbox"/> | | |
| Paying attention for long periods of time | <input type="checkbox"/> | | |
| Organising myself (looking after books, pencils, homework) | <input type="checkbox"/> | | |
| Understanding and following instructions | <input type="checkbox"/> | | |
| Being confident | <input type="checkbox"/> | | |
| Working within the whole class | <input type="checkbox"/> | | |
| Play and lunch time games | <input type="checkbox"/> | | |



Things that helped me last term:

- | | | | |
|--|--------------------------|---------------------------|--------------------------|
| Regular reading | <input type="checkbox"/> | Rests, thinking time | <input type="checkbox"/> |
| Paired reading | <input type="checkbox"/> | Enlarged materials | <input type="checkbox"/> |
| Audio books / Taped stories | <input type="checkbox"/> | Spellchecker | <input type="checkbox"/> |
| Spelling rules | <input type="checkbox"/> | Scribing for Assessment | <input type="checkbox"/> |
| Helping younger children | <input type="checkbox"/> | Laptop Computers or ipads | <input type="checkbox"/> |
| Mnemonics, e.g. laugh and u get happy | <input type="checkbox"/> | Writing Support | <input type="checkbox"/> |
| Overlays | <input type="checkbox"/> | Homework | <input type="checkbox"/> |
| Phonics programme, e.g. Toe by Toe | <input type="checkbox"/> | | |
| Reading strategies, e.g. breaking up words | <input type="checkbox"/> | | |
| Parents and school working together | <input type="checkbox"/> | | |
| Computer programmes, e.g. Sum dog or Education City | <input type="checkbox"/> | | |
| Teacher knowing about my difficulties | <input type="checkbox"/> | | |
| Friends knowing about my difficulties | <input type="checkbox"/> | | |
| Maths aids, e.g. calculator, number square, tables card, maths memo cards | <input type="checkbox"/> | | |
| Meeting with other pupils as part of a group and talking through a problem | <input type="checkbox"/> | | |



Using materials from the Helper Box



My personal target for this term is



I am looking forward to....

Something I am worried about.....

Write any questions here and I will get back to you with the answer.

