



Unlocking the Potential of Every Child

Transition Policy

Policy

2021 – 2022

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Reviewed: October 2020

Next Review Date: June 2021

Introduction:

As a result of the *New Normal* in Safa British School, Leadership and the teaching body is fully committed to re-establishing the smooth transitions through the various stages within the Early Years Foundation School and Primary.

Aims of the Policy:

Entering a new environment (classroom and a new teacher) can be a stressful time and some points of transition for example moving key stages can be particularly daunting for some pupils due to change of building, a more formal classroom, and unfamiliar environments. As well as that, transitions also signify the end point of a situation, at Safa British we believe it is important to celebrate the end of phase as well as celebrating the start of something new.

This policy aims to:

- Promote smooth transitions of children throughout their time at Safa British School.
- To ensure the wellbeing, involvement, familiarity, and excitement of the children as they transition between phases of the school.
- To support all children towards independence and develop confidence and ability to cope with change.
- To give the children a clear understanding of the new expectations ahead of them.
- To ensure that as a school we build upon the standards and progress established each year in Safa British School.
- To inform teachers of procedures ensuring that they feel their opinions are valued and that they are upskilled on necessary processes each year.

Key Principles for Transition:

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Transition from home/nursery to EYFS

Once a place in FS1 or FS2 has been confirmed, arrangements for transition are communicated to parents in writing. Arrangements for transition include:

Foundation Stage Readiness Webinar (Guest Speaker):

Foundation Stage Information Evening Meeting:

Parents are invited to a meeting at which they meet the Leadership Team and receive further information about the setting and the settling-in process. This is also an opportunity for parents to ask any questions and clarify start of year arrangements. Sessions are individualised for each year group where parents will meet the new heads of year.

Transition Week Activities

- **FS1 Teddy Bear's Picnic**

The new FS1 children are invited to come to for a Teddy Bear's Picnic over the course of a week in June. The children are arranged and invited within 6 stable groups.

- **FS2 Drive Through**

The new FS2 children are invited to come in for two sessions.

Session 1: Parents and children join us in creating their own cars for the Drive Thru Cinema

Session 2: New FS2 starters will come to the Drive Thru Cinema at Safa British School

August Play Dates

All new FS children are invited in for 30-minute play date sessions with their new teacher as an opportunity to meet some of their new classmates before school officially starts. This process aims to ease parents' anxieties as well as giving them opportunities to become accustomed to the school logistics and dropping off.

Zoom Story Sessions

Foundation Stage teachers zoom their new class the week prior to starting on School Site. This drop-in session allows children to become familiar with their new teacher and the new adults that they will meet during their time in Foundation Stage at Safa British School.

For some children, it may be necessary to start their transition into school earlier in the year due to additional needs. Where possible, children who will need further time to transition are invited into school in Term 3 of the previous Academic Year to get to know their teacher and surroundings.

September Parent Information and Meet the Teacher Session

This Zoom session is a chance for parents to get to know the class teacher as well as gain an insight into the year ahead. Teachers will discuss the curriculum and learning opportunities within the Early Years at Safa British School. This is an opportunity to calm any nerves and answer any questions parents may have.

Foundation Stage Staggered Start

All children entering Foundation stage will complete a staggered start for the first two weeks of term where they come to school 2 hours per day in smaller groups.

FS1: Week 1 and Week 2

FS2: Week 1 only

This allows for teachers and teaching assistants to fully support the children in settling into their new learning environment as well as getting to know their personalities, interests and needs.

For any children in FS1 or FS2 who are finding the transition into school particularly difficult, an individualised transition program is created with the class teacher, parents and Head of Foundation Stage to ensure they feel comfortable and happy in separating from their parent/carer.

Transition from EYFS to Year 1

Transition from Foundation Stage 2 to Year 1 presents a unique challenge for parents and children as they move from the play – based approach of the Early Years Foundation Stage to the requirements of the National Curriculum. In Safa British, this transition has been a priority transition which has enabled us to continue to establish high standards of learning in Year 1.

To ensure children feel at ease with their transition into Year 1 we focus on the following:

Staffing:

The careful deployment and the recruitment of staff ensures smooth transitions from Early Years Foundation Stage to year 1. Almost all teachers in Year 1 have previous EYFS teaching experience as well as teaching experience in Key Stage 1.

Learning Environments:

Year 1 teachers work closely with FS teachers and Head of Teaching and Learning to ensure consistent expectations for learning environments as well as providing familiar learning areas and provisions for children to explore. The Year 1 department have developed a purpose-built shared area where children can apply their learning throughout the day.

Data Handover:

Year 1 teachers will receive assessment information on the children moving to Year 1. This will include looking at how the children achieve the Early Learning Goals. Where necessary, this will allow children who need to continue working on the Early Learning Goals to do so in Year 1. As well as this, children who show mastery will be catered for as they enter the Year 1 classrooms.

Training and Collective Expertise:

Year 1 and Early Years teachers have opportunities to work together. Year 1 teachers observe and collaborate with FS teachers in the Foundation Stage settings to watch how the children learn.

Curriculum Adaptations:

During the first two terms in Year 1, children experience a gradual transition from the play-based approach to teaching and learning they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions.

All children in Year 1 have daily opportunities to access the shared areas. At the start of the year key aspects of the learning environment and pedagogy are familiar to the children, such as areas of continuous provision both inside the classroom. Teachers gradually increase the amount of whole class teaching and independent work, with more whole class lessons delivered alongside opportunities for play-based learning.

Transition Activities:

During the last week of Term 1 the children in FS2 will complete activities based on the colour monster. This will then be used for the Learning Environment for their Year 1 Classroom.

Meet the Teacher Zoom:

Each class will meet their teachers on Zoom prior to the returning to the school site. This session will begin to establish the relationship between the teacher and the students.

Introduction of BYOD:

BYOD will be introduced using a staged approach at the beginning of Year 1.

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First Week of School:

The first week of school in Year 1 will be completely off timetable. This time will be used for the children to settle into their new environment and into their new class.

Policy Review:

This policy will be reviewed by the governing board and Senior Leadership Team.

ESSENTIAL ELEMENTS OF EXCELLENT TRANSITION



- + Agreed timelines
- + Identifying the key players – strategic and operational
- + Reflecting on last year and what might need to be changed in lower Primary
- + Plans for adaptations to facilities and timetables
- + Any CPD needed
- + What the receiving teachers need to know and what the EY teacher wants to tell them
- + What parents found useful last year and what would support them further this year

A WORD ON DATA



- + Well being and Involvement – the Leuven Scales
- + Characteristics of Effective Learning:
 - Playing and Exploring – Engagement
 - Active Learning – Motivation
 - Creating and thinking critically - Thinking
- + Attainment in all areas
- + Friendship groups
- + Home contextual information
- + The child's views of themselves



A PLAN...

- + Timeline from Oct 2020 to Oct 2021
- + Who needed to be involved
- + A review of last year
- + Recruitment for lower primary
- + Facilities
- + Resources
- + Training on Project Based Learning
- + Involving parents early
- + Cross department activities for children
- + Parents – calendar of events and key dates
- + Children – a transition project owned by them, transferring documentation and practical guidance
- + Teachers – agreeing on the data to be sent, training for receiving staff, Baseline assessment approaches