



BFS Transition Policy

Introduction

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in preparing to leave one familiar setting through to them settling into their new learning environment in preparation for future learning and development. The transition could be changing class at the end of the school year, leaving to go to a new school, a friend leaving or a parent being deployed or away.

Equal Opportunities and Inclusion

All children and parents are actively involved in the process of transition and their needs are considered and met wherever possible. There are clear MOD curriculum guidelines for pupils with learning difficulties at transition.

Aims

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Principles That Underpin the Policy

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / Key stage.
- There is a professional regard for the information from the previous setting / phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.

New admissions

- Parents complete the MOD admissions forms and return them to the office in good time before embarkation. The School checks details from the application to ensure that individual needs can be met and once satisfied issues a Certificate of Education Clearance prior to admission.
- Parents are encouraged to enrol their child/children on the next available school day following arrival and will need to bring a copy of the child's birth certificate and any additional documentation given by the previous school.
- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings.
- Parents receive a 'Parents' Pack' with information about the school.
- New children are assessed quickly by class teacher.
- Class teacher's identify a 'buddy' identified to help the new child to integrate.
- Records from previous school made available to class teacher and then stored securely in pupil files.
- Children are given a settling in period of 3-4 weeks before a baseline teacher assessment is undertaken in reading, writing and mathematics to inform individual targets.
- Parents are offered a settling in Parent Meeting usually 3-4 weeks after admission.

Foundation Stage 1 First Time Admissions (in addition to the above):

- Parents of prospective FS1 children are invited to a FS1 admissions meeting and receive a FS 'information pack' with information about the school.
- Prospective FS1 children visit setting during the latter part of the term before they start, to become familiar with their new school and setting.
- Through observations, a home visit and discussions with staff from previous setting, formative early assessments are made and BFS progress trackers are completed within the first few weeks of entry to the FS1.
- Additional meetings are arranged regarding the Early Years Curriculum such as explain the teaching of 'Letters and Sounds' and how the 'Jolly Phonics' scheme supports it.
- The foundation staff are available before and after the sessions to chat to parents. They are proactive in talking to parents about issues that may arrive with individual children.
- Parent Consultation meetings are organised termly. Parents are invited to discuss how their child has settled into FS1 and share ways in which their learning can be helped both in and out of the school setting. During these consultations, the children's progress summaries are shared and parents are encouraged to look at and contribute to their children's learning journeys.

Transition through the EYFS Unit:

- A 'Transition Meeting' for parents is held in July, where information about the transition from FS1 to FS2 is shared. Routines, 'uniform' and personal issues are discussed; the Early Years Foundation Stage principles and commitments are also explored.
- The Foundation staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arrive with individual children.
- Parent Consultation meetings are organised each term. Parents are invited to discuss how their child has settled into FS2 and share ways in which their learning can be helped both in and out of the school setting.

Transition from Foundation Stage to Year 1:

- During the second half of the summer term, the Foundation Stage 2 and Year 1 teachers liaise to arrange shared sessions for their children. Activities are carefully planned to enable free choice and enjoyment.
- Time is also taken to familiarise the children with cloakroom areas, toilets and doorways for entry/exit.
- Teaching staff meet to discuss the children's progress. The FS2 teacher informs the future teacher of the child's level of ability across all areas of learning, special educational needs and any other information relevant to the well-being and development of the child.
- During the FS2 Summer Term parent consultation meeting, the process of how the children will transfer to Year 1 is explained.
- The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

Once transferred to Year 1:

- Children continue to work and be assessed within the FSP as appropriate during the first term and transition to the National Curriculum assessment used at BFS when they are ready.
- Children may return from Year 1 class to the Foundation classroom during the first few weeks of the Autumn term for focused learning work and active play as appropriate.

Transition in subsequent years throughout the school

- Weekly whole school celebrations assembly.
- Children are encouraged to share good learning with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- All children visit new classes and work alongside new teachers as part of a transition programme in the summer term.
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments and Pupil Performance Interviews (PPIs). Data informs next teacher of targets for the following year.
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other teachers and staff and each other.
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children.
- Targets in reading, writing and mathematics are continued over from July to September.
- Writing books move with children to provide evidence of previous years' progress and targets.
- Transfer of teacher records: IEPs, assessment papers/scores, most recent pupil work, ability groupings for English and mathematics.

Children Leaving BFS Naples

- Children receive a Leaver's Medal in assembly in order to celebrate their time at BFS.
- Children take with them a leaving card (FS) or Book (Y1 – Y6) with photographs and messages so that they can remember their time in School.
- Children who are leaving are celebrated in the school newsletter.
- Records are sent to the next school including a School Report written by the class teacher together with recent assessments.
- Reading, writing and mathematics books along with their individual targets to their next school.

Y6 Leavers

As there is no MOD Secondary provision in Naples, parents have the choice to attend the American High School (up to age 14) or make alternative arrangements using local or boarding school provision. Therefore the arrangements vary depending upon what parents of Y6 pupils advise in readiness for Y7 and may include:

- Liaison with secondary school staff.
- Transfer of records to secondary school.
- Y6 children attend their prospective secondary school for a Transition Day during the summer term.
- Y6 children engage in transition units in English and mathematics in association with secondary school.

Children staying at BFS

- Teachers are cognisant of the transition cycle, the time scales and emotional upheaval that can be involved for those left behind as well as for those leaving.
- PSHE lessons and circle times are used to support both the child leaving and those left behind.
- See separate annex reflecting a list of ways that BFS supports transition and change.

Date policy written: June 2014 Reviewed annually: Last review June 2018

Ratified by SGC: Autumn Term Meeting 2016

Annex

Ways that BFS Supports Transition and Change

This is not an exhaustive list and a range of strategies may be used in response to individual needs of a child who struggles with transition and or change.

- Encourage a team ethic in the classroom so that the children all know they can help each other and look out for each other.
- Encourage the children to talk to adults if they need extra help or to communicate thoughts or feelings.
- A class worry box.
- Circle time.
- Personal Social Health Education (PSHE) lessons; including lessons about identifying feelings and reasons for them.
- Jobs/distractions for children.
- Maintaining a stable environment for the children in the class and school.
- Photographs and displays including children who have left.
- Assemblies celebrating new joiners and leavers.
- Newsletters celebrate leavers and joiners.
- Children identified in school to ensure they get more support if needed.
- Curriculum events with children working in different year group combinations; International Children's Festival (KS2), Swimming (FS2/KS1; KS2), Sports Day (whole school including FS1).
- In lessons/stories e.g. literacy topic on moving.
- The admissions process.
- 'Moving on' Booklets.
- Handover Sessions to new teachers including data and other information.
- Visits to new class.
- Pupil leaver's survey (July each year).