

Waterthorpe Nursery Infant School/Emmanuel Junior School



Emmanuel Junior School



Transition Y2 to Y3 Policy

January 2018

Approved by: Steering Committee

Date: 6th February 2018

Next Review Date: Spring 2021

This is a Westfield Family of Schools adopted Policy



'Successful Transition is a process and not an event'

Aims of the Policy:

This policy sets out transition protocols and procedures we consider good practice across our family of schools' Infant and Junior settings.

School leaders across the Infant and Junior schools believe it is important to have a smooth transition from Key Stage 1 to Key Stage 2 in order to:

- Ensure children are happy and confident about their move
- Promote emotional security
- Avoid discrepancies and disagreements between judgements by having accuracy of assessment throughout the school
- Set meaningful and accurate targets from current levels of attainment
- Avoid re-teaching of all skills when not needed by having knowledge of prior learning
- Have continuity of learning (extension of understanding)
- Promote a shared understanding of KS1 and KS2 assessment
- Prevent the Y3 'dip'.
- Allow for a better working relationship between Y2/Y3 teachers
- Develop a better understanding of the tests/tasks and teacher assessment at the end of KS1 and in Year 3

'Successful Transition is a process and not an event'

This Policy acknowledges that successful Infant Junior transition between Y2 and Y3 is a culmination of a range of processes and not simply something that is carried out towards the end of Year 2. To be successful in this our schools believe that successful transition begins from Year 1 onwards through such events as: *joint opportunities for moderation, opportunities to create shared policies that impact on all children, joined events between schools e.g. World Book Days*

Leaders between schools will aspire to review the joint opportunities for working together which we have, continually reviewing their effectiveness whilst exploring ways to make them even more effective for the future.

Governing Bodies

To enable and enhance effective transition this policy acknowledges the relationships between our Governing Bodies.

This relationship may be formal, to the extent of Heads or members of staff from respective Infant and Junior Schools being members of one another's Governing Body, or informal, with governors having involvement or relationships within each other's schools.

This Policy agrees that transition needs to be an agenda item for Governing Bodies across Infant and Junior schools to review and track its effectiveness between schools. The frequency and format of this is something for individual pairs of Infant and Junior schools to organise for themselves.

The role of the Governing body is one of playing a strategic role in the process of transition between the two schools.

Transition Leaders

Across Infant and Junior schools it is agreed that each school will have a named member of staff who is responsible for transition. This will usually be a member of the SLT from respective schools. Transition will form part of their performance reviews/supervision.

Continuity of systems and protocols between schools

This policy acknowledges that our Infant and Junior schools should be continually looking at how we work together to ensure systems and protocols, where possible, can be synchronised to ensure seamless experiences for our children.

Quality of teaching and learning

This Policy believes that for continuity and progression of our children it is effective for Infant and Junior schools to have joint Leadership meetings at least twice a year. These will include planning for transition programmes. It may also include joint reviews of aspects of school practice.

Sharing of Information

It is agreed across our Infant and Junior schools that the open and transparent sharing of data between Y2 and Y3 is vital for our children. Our schools recognise that the format/systems and presentation of data may vary across our schools, however, this should not form any sort of barrier to being open to sharing data. Our schools acknowledge that data presented may sometimes require explanations as to how it is to be interpreted. With this in mind, school leaders agree where necessary to give clarity and any explanations in regard to interpreting it.

Where appropriate we will use standardised tools for assessment and tracking to ensure continuity in progression judgements between our schools.

Beyond data our policy acknowledges that the agreed sharing of a wider range of information about our children is vital for effective transition.

To further facilitate the sharing of information in regard to children's work we have agreed that children in Y2 will begin their 'junior' literacy and maths books after the Easter holiday. This will enable Y3 teachers to have a clear idea of what each child is capable of when they come up to their new school in September. Junior schools will take responsibility to send the books to Y2 classes before the Easter holiday.

The Y2 teachers in the Infant School will also provide background information about each child to the Y3 teachers. End of Key Stage One assessments will be shared with Y3 teachers and the SLT in Emmanuel. Any other records will be available on request, for a period of one term following transfer to the Juniors.

Sharing of Staff

Staffing is our most valuable resource and alongside other resources our Infant and Junior schools are open to and will continually explore ways these can be utilised. Our Building Supervisor and a member of our Office staff are currently shared. We will continue to look at other opportunities.

Opportunities for staff to develop practice within each other's schools will be warmly welcomed.

Moderation

This policy agrees that regular moderation meetings between Y2 and Y3 teachers are vital for effective transition. Moderation meetings will take place, at least twice a year, on agreed areas between the two schools. These may involve other schools within the Westfield Family of Schools.

Our aim for moderation is to create a climate of trust and agreement in the levels of attainment children are assessed at across years 2 and 3. This policy believes such trust can only be developed through the regular moderating meetings.

Sharing good practice to Accelerate Progress in Year 3

Historically there has been a dip in progress for our Year 3 children across our Junior schools. Our aim and aspiration is for this dip to no longer exist. Until this point is reached our schools acknowledge it is vital that a range of strategies and intervention programmes are being used to accelerate progress in Y3.

Transition Meetings and Information for Parents and pupils

Information sharing for parents across our Infant and Junior settings for transition is vital. We agree to:

- hold an autumn Open Evening in Emmanuel where parents and pupils can find out more about the school prior to submitted their Junior School request to the Local Authority.
- hold an Open Evening in Emmanuel during the summer term to provide information for our parents in preparation for pupils starting Y3 in September.
- provide parents with a booklet, in the autumn term of Y2, which includes important transition dates.
- provide children with a booklet, in the summer term of Y2, which gives them important information about what to expect in Emmanuel.
- Arrange a series of visits to help familiarise Y2 pupils with Emmanuel.

Y2 Transition to Juniors 2017

Waterthorpe NI School
to Emmanuel Junior Academy

Insert Photo of Y2 children or photo of Junior School



This booklet shares our Transition programme for Y2 children moving to the Juniors.

Our aims:

- For you and your child to feel happy and secure about the move from the Infants to the Juniors.
- For you and your child to be fully informed about the transition programme of events.
- For you to know who to speak to if you have any questions or concerns.

Key staff in the Junior School

Office staff

The Junior office staff will always be happy to help you.

They can be contacted on:

Tel: *Insert contact number*

Our staff are:

Insert names

*Insert Office staff
photo*

Senior Leadership Team

Insert SLT members e.g.

Insert SLT photo

Headteacher:

SENCO

Assistant Headteacher:

Key Transition Dates/information:

- We will be able to tell you who your child's class teacher will be on xx/xx/2018
- Meeting for parents in Junior Hall:
- Date when you will be able to meet your child's new teacher:
- Date/s when Y3 teachers will meet with Y2 staff to share information about your child:
- Date/s when Y3 teachers will visit children in Infants:
- Date/s when your child will visit the Juniors to look round:
- Dates/ times and arrangements for when your child will spend time in their Y3 class in the Juniors:

Some children may need extra support with transition for a variety of reasons. We have arranged the following for these children:

- Meeting for parents of children with SEN:
[Date, time and place](#)
- Additional visits to the Juniors for these children in a small group:
[Date, time and place](#)

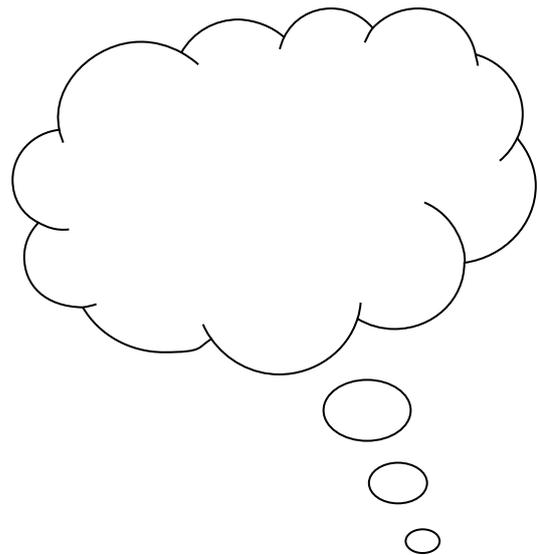
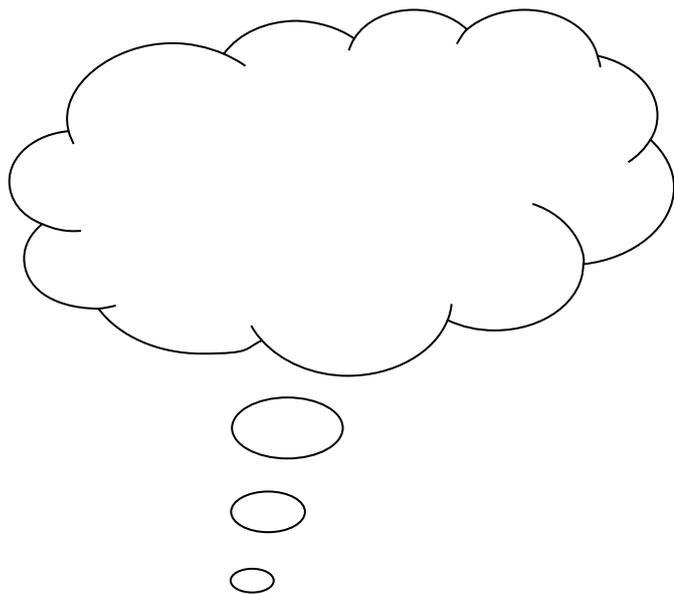
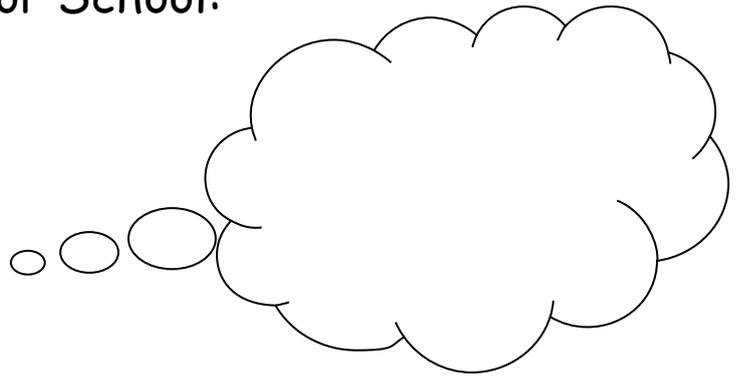
School uniform: [Enter arrangements for getting school uniform](#)

Other information

Enter any other information you wish to share with parents

Thank you for your continued support.

Our Y3 children shared these thoughts about how they felt when they moved to the Junior School:



Appendix 2

Y2/3 Transition Timeline

Autumn 1	<ul style="list-style-type: none">• Y2 – 3 open evenings for parents to begin meeting their new school
Autumn 2	<ul style="list-style-type: none">• Sharing of transition booklets for Y2 children
Spring 1	<ul style="list-style-type: none">• Moderation opportunities between schools
Spring 2	<ul style="list-style-type: none">• Moderation opportunities between schools
Summer 1	<ul style="list-style-type: none">• English and Maths books passed down from Junior schools for Y2's to begin to follow them for September.
Summer 2	<ul style="list-style-type: none">• Y2 parents meeting at Junior school with opportunities for Y2 parents to meet their children's new teachers• Pupil information Booklet• Transition visits and time in new classes

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
FoS Transition Policy	

Priority Level	
High	
Medium	
Low	x

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes and Charlotte Newton Wall
Others involved in the assessment (peer review/external challenge): Governor's Steering Committee

<p>What are the aims of the policy or project?</p> <ul style="list-style-type: none"> • Ensure children are happy and confident about their move • Promote emotional security • Avoid discrepancies and disagreements between judgements by having accuracy of assessment throughout the school • Set meaningful and accurate targets from current levels of attainment • Avoid re-teaching of all skills when not needed by having knowledge of prior learning • Have continuity of learning (extension of understanding) • Promote a shared understanding of KS1 and KS2 assessment • Prevent the Y3 'dip'. • Allow for a better working relationship between Y2/Y3 teachers • Develop a better understanding of the tests/tasks and teacher assessment at the end of KS1 and in Year 3
<p>Who is the intended customer/service user of this project or policy? Pupils and staff</p>

What are the desired outcomes from this project or policy?
To ensure that there is a smooth process of transition for children when moving from one phase/stage to another

List any other key policies, procedures, projects or strategies that this policy/project has implications on:
All curriculum policies, inclusion, assessment, recording and reporting, monitoring and evaluation,

What are the racial, disability and gender equality implications of the policy or project? There are implications within this policy in relation to information sharing with parents, staff and other establishments, adaptations that may need to be made to assist the transition process and any positive action that may need to be taken	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	YES where positive action is applied e.g. through differentiation or the type of communication made with the parent/carer
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take : When reviewing the policy to add a positive action statement with regard to the transition process for children or parents with a disability or with English as a second language.

If you have indicated there is a negative impact, can it be justified?	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A	YES	NO

If you have answered YES, please list all the changes that you have made to eliminate this discrimination:

Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)

Signed (Person completing the form): 	Date:
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