



The Froebelian School Transition Policy

At The Froebelian School we believe that any transition a child has to make needs to be dealt with in a caring way. We realise the importance of a good transition policy to ensure that each child feels settled and secure as soon as possible.

Sharing Information

We regularly communicate with other settings in the area, attending area meetings together and visiting each other's settings. These meetings are a great way to share information and keep each other updated. Information about children attending different settings is shared so that we can build up a picture of the child and their achievements. We develop detailed records and a profile for every child and ensure that this is passed on to any other setting a child may go to.

Pre-Visits

Children who are **not** currently attending the Froebelian day nursery, First Steps normally first visit the school in the Spring Term before their entry into Lower Kindergarten (Nursery) aged 3+ in the September. A further familiarisation visit for all children joining the school takes place early in the Summer Term (April). These visits allow the children and their parents to become more familiar with the school and staff at Froebelian and to try to ensure that the children are at an appropriate pre-school stage in their development. Parents also get the chance to meet other new parents over coffee.

In the second half of the Summer Term, they attend a final morning session, before attending our New Parents' Information Evening. The Headteacher and key staff (e.g. the LKG teacher/EYFS Co-ordinator) provide a detailed briefing for parents about the curriculum, assessment, routines and priorities for the first year in school. There is an opportunity to ask questions, to visit the LKG and KG (R) classrooms and to mix informally with other parents (e.g. a member of the FPTA committee will be in attendance).

Parents can also talk with the Nursery Teacher to discuss their child's interests, medical and dietary needs, individual learning needs and ask general questions about the school, the Nursery class, activities on offer, the Staff and routines. This is a good time for parents to share their concerns or worries and is done in a very informal way. An information booklet entitled 'Welcome to LKG' is given to the child and parents to be filled in at home together and brought back on the first day of the Autumn Term.

First Term

We have a slightly staggered start to the Autumn Term. Children joining Lower Kindergarten from our day nursery, First Steps, along with younger siblings of current pupils attend on the first day of term in September. The remaining children start on the following day. This approach enables us to increase our staff:pupil ratio which in turn helps the children to settle in. Each child is given a key worker so that their pastoral care is given high priority. Parents can talk to their child's key worker about any concerns or just to see how their child is doing. All the practitioners observe all of the children and make assessments on them, contributing to the child's Individual Profile. The seven areas of learning and development of the Early Years Foundation Stage are taught throughout LKG and KG with Personal, Social and Emotional Development (PSED) being an important area.

At Froebelian, we encourage PSED by providing high quality continuous provision, enabling the children to repeat and revisit what interests them and therefore to feel settled quickly. We understand that repetition and routine are crucial at transition times. Later on, provision is enhanced to take into account children's developing interests and helping them to further their knowledge.

The children have a sense of belonging to the setting as they arrive; names are on their own coat pegs and there is a 'self registration' process in place. Children choose their own name from the whole class's names on a table as they arrive and post it into a box. They get to know the other children through circle games or through play. They are given responsibilities and jobs to do.

Parents are encouraged to be a part of their child's learning. Parents stay with their children at first (if this is necessary to help them settle), and gradually leave their child as they become comfortable and familiar with their setting. Our relationship with our parents is strong and we develop this through:

- Fostering two-way communication.
- A weekly newsletter sent to parents.
- An open door policy.
- Inviting parents in to view their child's Individual Profile and encouraging parents to share any achievements their child has made outside of school.
- Two formal parent consultations (Autumn and Spring terms).
- A detailed summative report provided at the end of the year.

Staff are enthusiastic and are good role models. The atmosphere in the setting is calm, warm and inviting and there is a sense of fun. Rules and routines are established straight away to promote a secure feeling. Staff listen to what children have to say. Children's views are valued and respected. Our inclusion policy ('Single Equalities') aims to provide every child with the same opportunities to learn and achieve.

Curriculum

All staff work together to plan and improve the continuity in the curriculum at all times. At the end of the LKG (N) class phase, the teacher and the KG (R) teacher meet to discuss each child's achievements and where they are with regard to their learning. The KG teacher

knows whether a child is still working within the stepping stones or is ready to move into the Early Learning Goals. Planning is adapted accordingly so that each child is achieving their potential. At the end of the Early Years Foundation Stage (end of KG), the on-going assessment of each child and any pastoral information is passed onto both parents and the Transition (Y1) teacher. The Transition teacher is familiar with the EYFS and will continue to work within the Early Learning Goals for children who may need this before embarking on National Primary Curriculum Key Stage One objectives.

Between each class, detailed transfer documentation is provided for each child by their current teacher. This gives personal information about needs and achievements to the next teacher and ensures continuity and progression. This is done for all classes.

If a child moves on to a new provider during the academic year, we will send on their records of achievement, EYFS Profile data (if appropriate), assessments made and any other information necessary within 15 days of a request from the new provider.

Children at The Froebelian School meet all the staff regularly, even when they first begin in LKG. The Pre-Prep children attend 2 or 3 assemblies a week, which are taken by different members of the Pre-Prep staff. Each week, one Pre-Prep assembly is led by a member of the Senior Leadership Team. Lunchtime is held in the dining room and all the Pre-Prep children sit together and are supervised by a teacher or assistant. Playtime duty is taken by at least two members of staff on a rota basis.

There is a house system with four houses in school. Each child belongs to one of the houses whether they are in LKG or the top class Form IV (Y6). There is a great sense of belonging and the older children always look out for the younger ones. At Froebelian we are proud of our family atmosphere.

In the Summer Term, the children visit their new class and teacher on 'moving up' morning. Prior to this, their new teacher will have visited the children in their own classrooms on several occasions. Children are always encouraged to be active participants in the transition process and in their own learning.

We ensure that our transition programme delivers the following outcomes:

- Children are safe in our care as they make the crossing from one place to another.
- Children are healthy as they move from one phase to another. Good habits are reinforced and teaching consistent in every surrounding.
- Children enjoy and achieve new skills, experiences and knowledge to add to those already acquired.
- Children are confident, enthusiastic learners with their wellbeing ensured at transition.
- Children make a positive contribution to their new setting, making the most of all possibilities and opportunities and sharing their interests with others.

We aim to ensure that all children, whether they begin in LKG at the age of 3+, or begin our school later on, are made to feel valued, welcome and secure as soon as possible. We also

aim to ensure that the good transition programme we deliver in the Early Years Foundation Stage is continued right the way through school, so that every step of the child's learning journey is a smooth and happy one.

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: October 2018

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