

Transitions Guidance

Transition describes the movement that takes place from one familiar setting (including home) to another. It is defined as the process where policy and/or practice have been adapted to support children in settling in to their new learning environment. At Kilburn Grange School we want our pupils to experience a smooth transition throughout their learning to ensure that the children continue to make the very best progress and to have confidence to look forward to future year groups with enthusiasm. The pupils and parents are actively involved in the process and their perceptions about transition are valued. Measures are taken to ensure pupils with learning difficulties or specific needs experience a similar ease of transfer as other pupils. A comprehensive programme is planned for the pupils and families due to start each September, and throughout the year.

Curriculum

The school provides full time supervised education for pupils between the ages of 4 to 11 years old. The curriculum enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. At the same time, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives.

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. Kilburn Grange School ensures that throughout the curriculum and school life, specific attention is given to Spiritual, Moral, Social and Cultural (SMSC), Personal, Social, Health and Economic Education (PSHE) and a medium term plan is produced each half term which includes focus areas for class and for assembly. The curriculum also offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes.

We aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. We believe, that educational visits, visitors to the school and special events are integral in creating a stimulating and motivating learning environment. The curriculum has a series of 6 topics throughout the year which follow an overarching theme each term. Each topic has a super starter and begins with a 'WOW factor' to grab the attention of children and provides meaningful experiences throughout the topic. Within each topic, enquiry based learning is planned, which culminates in a special event fantastic finish at the end such as a performance, display, short presentation or assembly, dependent on the nature of the topic. At Kilburn Grange School all activities are learning opportunities, therefore, rather than playtime we have outside learning time. Outdoor learning is a regular feature of our curriculum and is incorporated in each termly topic. The topics are carefully planned across the school to allow pupils from various year groups to celebrate whole school special events such as our 'Royal Banquet' and 'International Food Festival' and to build on their learning from the previous year.

Planning, Assessment and Timetable

When a pupil starts at Kilburn Grange School, a thorough baseline assessment is carried out that establishes the pupil's developmental levels across all seven areas of learning (EYFS) or national curriculum subjects (Year1-6). Information from the parent's questionnaire, home visit interview and prior setting/school reports form part of the baseline assessment and learning is planned based on the information gathered when children start in Reception.

It is important that children are able to enjoy new approaches at transition. When pupils first start at Kilburn Grange School, they start as part-time to ease them into their new school and routines. In Reception, pupils are part-time for the first two weeks of the academic year (first week till 11:40am, second week till 1:00pm)

and then begin full-time by their third week of school. This part-time staggered approach is followed for all pupils who are new to Kilburn Grange School, regardless of year group or time of the year they start the school. However, if we feel that a pupil who started mid-year is settling in well, we may speed up the staggered approach so they can begin full-time earlier.

The timetable in Reception changes slightly throughout the year and gradually becomes more structured during the summer term to prepare pupils for the next stage in their learning. As the pupils progress through Reception, they are given opportunities to be able to learn independently and sustain longer periods of concentration. The aim is for the children to be ready for more formalised learning in year 1.

Teachers use 'Learning Ladders' assessment software (in every year group) to track pupils' progress allowing a consistent approach for analysing attainment and achievement across the school. Parents and pupils are part of the learning journey and are encouraged to contribute regularly via the home learning record book and look at my learning sessions.

There are handover meetings that take place each year between the year groups and teachers. Staff also discuss pupils' progress, special needs and vulnerable groups (groups of pupils who have been identified as underperforming), as well as any other information relevant to the child e.g. family circumstances. It is important that planning and provision are adapted as necessary to meet the needs of the children. Year 1 teachers are trained on the EYFS curriculum and data so they can use it more effectively to tailor the learning to the new group of children. When possible EYFS and Year 1 teachers take part in a moderation session together during the summer term. This helps Year 1 teachers to use EYFS data to inform planning in Year 1. The year 1 curriculum builds on and extends the EYFS learning experiences the children have had.

Communication Strategies

All parents are offered a tour of the school either individually or as groups before starting at Kilburn Grange School. All children who are new to our school receive a home visit from member(s) of school staff and there is also an opportunity to meet the class teacher. The home visit is conducted before the pupil starts at Kilburn Grange School. Home visits are an ideal opportunity to meet children in their own environment and provide the chance to spend some time with the children, before starting school, easing the transition process considerably. Home visits are also an important opportunity to establish communication with the pupil and family. Research shows that home visits help establish closer partnerships between the parents, school and child and also that parents are more likely to get involved in their child's learning. Parents are also asked to complete enrolment questionnaires to help us learn more about their child. To ensure the home visit is purposeful and consistent, staff use the 'Home Visit Prompts Checklist' which includes the information regarding the staggered start. When possible, staff members also visit the main feeder pre-schools in the summer term for the new Reception cohort.

All EYFS pupils are assigned a key worker to help track their learning and development, as well as to help the pupil settle at Kilburn Grange School. If a pupil needs further support to start school and is experiencing separation issues, the SENDCo and class teacher will meet with the family to agree a tailored timetable to meet the needs of the pupil.

New Reception pupils and parents are invited to a Teddy Bear's Picnic to meet the class teacher. Parents also receive a 'Welcome to Reception' leaflet to read with their child about starting in Reception, which includes key information and photos of the staff and the school. Parents and children are also invited to welcome events to learn about the school and for a tour of the school.

In September, parents are invited to 'Meet the Teacher' event to find out important information about out about expectations for the year. Throughout the year, there are numerous curriculum workshops and termly 'Family Friday' sessions where parents are invited to learn more about how we teach various subjects such as reading, phonics, handwriting and mathematics, as well as to celebrate their children's learning such as

D.E.A.R. (Drop everything and read), L.A.M.L. (look at my learning), C.L.W.M. (come learn with me) and fantastic finishes.

During the summer term, pupils are provided with opportunities to discuss their feelings and anxieties about transition. During the summer term, Reception parents are invited to a workshop to discuss the transition process to Year 1. Parents are also provided with a leaflet to read with their child about the transition process.

Parents and staff are a vital part of the transition process and we systematically canvas views of parents and staff on transition through questionnaires, meetings and discussions.

Organisational Strategies

The classes for the following year are organised into two parallel classes (or stay in the same class for one form year groups) and parents can contribute information to support the creation of the classes. Staff allocation gives particular attention to the needs of the children. Pupils may be mixed up each year. When possible, the new class teachers and teaching assistants also spend some time with the children in the previous year group during the summer term. During 'Class Swap Day', a transition day, children move up to meet their new teacher (when possible), meet their new classmates, familiarise themselves with their new classroom and create learning to form part of their new classroom for September.

Special Educational Needs

The SENDCo visits settings/homes in the summer term to observe identified pupils starting in Reception. During the summer term, the SENDCo meets with parents of the identified pupils who need a more individualised programme and support. The SENDCo attends all TAC (team around the child) transition meetings. For pupils with special education needs, a personalised transition leaflet is created by the SENDCo to aid with transition.

Transitions Mid-Academic Year

Pupils new to the school outside normal transition times are effectively provided for to ease transition. The 'Mid Phase Joiners Checklist' clearly outlines the key procedures, discussions and assessments that must take place to ensure consistency and a thorough transition. The checklist includes all the elements of the comprehensive programme that is carried out for pupils and families that start in September and is followed for all pupils regardless of year group or time of the year that they start at Kilburn Grange School.

If a pupil leaves Kilburn Grange School mid academic year, a transition report is written to the pupil's new school. The transition report includes a summary of the pupil's progress across all areas of learning/national curriculum subjects and next steps. The pupil's and parent's voice is also part of the transition report. The pupil's exercise books and assessments are passed onto the new school. The class teacher and if necessary the SENDCo or Headteacher will also contact the new setting to discuss the pupil's learning and other key information. For pupils who leave at the end of an academic year, the annual school report is provided instead. The 'Mid Phase Leavers Checklist' clearly outlines the key procedure that must take place prior to the pupil leaving our school and to support transition to new school.