



GENEVA ENGLISH
SCHOOL

TRANSITION POLICY

At Geneva English School we want our pupils to be happy and confident in all aspects of school life. We also want them to achieve their full potential in all areas of the curriculum. We are committed to ensuring a smooth transition between different phases so that the pace and quality of learning are maintained to ensure that pupils make excellent progress. We recognise the different needs of each pupil and to this end we employ the following structures and systems to ensure a positive and smooth transition.

AIMS

- To provide a smooth and positive transition from one stage to another.
- To ensure good communication between Nursery, Foundation stage, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6 and into GES Secondary.
- To prevent and alleviate stress and to ensure that pupils feel secure and happy at they move through the School.
- To raise parents' awareness of the different stages.
- To ensure pupils' skills, knowledge and understanding are built upon appropriately.
- To ensure the importance of play is emphasised in both Foundation Stage and Key Stage 1.
- To ensure personalised learning is a strength at all stages of learning.
- To develop strong methods of communication between staff, parents and pupils.
- To develop the skills of logical thinking, gathering information, compassion, creativity and co-operating collaboratively with others appropriately and consistently.

ADMISSION INTO FOUNDATION STAGE 1

Following the initial tour of the school prospective parents are provided with an 'information pack' which contains curriculum and school information and an 'All about Me' booklet for parents to complete with their child. This gives us an insight into the child's interests and starting points. Children are invited to independently attend short introductory sessions to Nursery to develop familiarity with the setting and teachers, including a 'Teddy Bears' Picnic'.

TRANSITION FROM FOUNDATION STAGE 1 TO FOUNDATION STAGE 2

- The teachers in Reception and Nursery attend meetings where teachers get the opportunity to share information about individual children.
- During the Summer term the Reception teachers visit the pupils in the Nursery.
- On-line Learning Journey and records are passed onto the Reception Staff.
- Current Nursery children will visit the Reception classrooms during the Summer term.
- All Reception children and parents are invited to the 'Teddy Bears' Picnic' in the Summer term.
- All Parents attend a meeting during the first week of the Autumn Term; they get the

chance to meet Foundation Stage Staff and other staff members of the school. Parents will learn about activities and routines of the school.

CLASS PLACEMENT THROUGHOUT KEY STAGE 1 AND KEY STAGE 2

To ensure each parallel class in each year group is balanced regarding age, gender, social development and academic development it is necessary to restructure classes each Academic Year. This restructure will be overseen by the Deputy Head and the Heads of Key Stages. The system will incorporate the following considerations:

- Pupil voice on others with whom they work well
- Needs of the individual pupil regarding social and academic development
- Teacher/Pupil relationships
- Balance within each class

TRANSITION FROM FOUNDATION STAGE TO KEY STAGE 1

The Early Years Foundation Stage is a separate stage of learning; we therefore plan for and manage the transition of pupils from Reception to Year 1. The management of transition is part of the broader whole school approach to achieving excellent curricular continuity and progression in pupils' learning. As Year 1 is the first year of teaching the National Curriculum for England we introduce many of the subject areas that become a central part of every child's life. There are distinctive differences between the Foundation Stage and KS1; however, we will continue to promote pupils' personal independence, independent learning and the ability to choose activities and resources through decision-making.

- Year 1 pupils will write a postcard to a Reception child telling them what Year 1 is like.
- Reception children spend a morning in the Year 1 classroom. Year 1 teachers have the opportunity to spend time observing children working in their current class.

At the end of Reception (Summer Term), information passed onto the Year 1 teacher to include;

- knowledge of sight words (Tricky words as set out in the Jolly Phonics Programme)
- knowledge of phonics and letters,
- reading ability,
- each child's assessed piece of writing,
- printed version of each child's foundation profile highlighting each of the targets achieved
- Learning Journeys will be shared with Year 1 teachers and the information used to group pupils; to adjust/fine-tune the curriculum, and to set future targets.

At the beginning of Year 1 Term 1 the teacher will:

- use the EYFS profile to build upon pupils' learning and ensure the EYFS curriculum is provided for those who have not yet met their ELG.
- begin making observational assessments of pupils in all subjects.
- provide a wide range of child initiated opportunities, set up within an exciting and stimulating classroom environment,
- ensure pupils continue to be active learners; particularly during English and mathematics sessions, provide opportunities for child initiated play.

Parents will have the opportunity to attend an information evening in the first week of the Autumn Term.

TRANSITION FROM YEAR 1 TO YEAR 2

- Year 2 pupils will write to a Year 1 child telling them what it is like in Year 2.

- Year 1 children spend a morning in their successive class at the end of the Summer Term ('Moving on' morning)
- Year 2 teachers will visit Year 1 classes at end of the Summer Term.

Information passed on to the next teacher:

- Classroom Monitor profiles
- Class overviews and provision maps
- Reading level
- Levelled writing (in individual writing record)
- Information about Educational Psychologist reports (where appropriate)
- I.E.P.'s for children who have them

TRANSITION FROM KEY STAGE 1 TO KEY STAGE 2 AND THROUGHOUT KEY STAGE 2

There are distinctive differences between KS1 and KS2 but GES will continue to promote pupils' personal independence, independent learning and the ability to choose activities and resources through decision-making.

- Year 2 pupils visit Year 3 and pair up with a Year 3 pupil for a tour and question and answer session.
- Year 3 teachers will visit Year 2 class at end of the Summer Term.
- All children will spend a morning in their successive class at the end of the Summer Term ('Moving on' morning)

Information passed on to the next teacher:

- Class overviews and provision maps
- Online tracking on Classroom Monitor.
- Reading level
- Levelled writing (in individual writing record)
- Information about Educational Psychologist reports (where appropriate)
- I.E.P.'s for children who have them
- French department assessments.

TRANSITION FROM KEY STAGE 2 AT GES PRIMARY TO KEY STAGE 3 AT GES SECONDARY

The transition from KS2 to KS3 involves a big change for our pupils. Pupils move to a new campus and meet a new team of teachers. Pupils are also expected to be more independent and navigate their way around school, adjust to having different teachers for each subject and be more independent with organising their homework. We ensure that our pupils feel secure in this transition in several ways:

- We invite Year 6 pupils to come to GES Secondary in the Summer Term for a transition day. They meet their tutor and tutor group and have taster lessons with some of their new teachers. All new pupils are given a mentor from an older year group who is a point of reference for any questions or concerns.
- The Autumn term of Year 7 PSHCE lessons focus on the transition to Secondary School. The lessons teach the pupils how to be more organised, revise and study independently, take clear and organised notes in class and how to make new friends.

During the Summer Term of Year 6, the Assistant Head of Secondary has transition meetings with the Year 6 teachers along with the Head of KS2 and the Head of Learning Support in order to gather information about all the pupils moving up to KS3.

Information passed from KS2 to KS3:

- Provision maps and IEPs
- Online tracking on Classroom Monitor.
- Reading ages
- Educational Psychologist reports

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