



P1 Induction Policy

Ratified: September 2024

To be Reviewed: September 2026

Taughmonagh Primary School

Transition Policy

INTRODUCTION

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. It is the movement from one familiar setting (including the home) to another. Care and attention is given to individuals, groups or cohorts of children at each stage of transition to ensure their smooth progress to, through and beyond Taughmonagh Primary School.

AIMS

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

EQUAL OPPORTUNITIES AND INCLUSION

- Staff, children, parents and governors are actively involved in the process and their perceptions about transition are explored and valued.
- Any relevant information from outside agencies is acknowledged and acted upon, particularly in regard to children with special educational needs or children who have English as an additional language.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

PRINCIPLES

- Transition is about the setting fitting the child, not the child fitting the setting.
- Approaches to teaching and learning are consistent with previous practice 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 / class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.

PRACTICE

Creating an appropriate environment

- The Primary One classroom has areas of provision to support and extend children's

independence skills.

- The Primary One teacher has visited nursery to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- The areas of provision in Primary One are planned for appropriate learning objectives with more challenge and teacher focussed tasks
- Children in Primary One also have access to an outdoor learning environment to support teaching and learning.
- The nursery staff have visited sure start settings and have carried out home visits to meet the child and family and gain valuable information pertaining to each child. This impacts on how they plan and organise their provision.
- Each child and parent is invited to visit the nursery environment to become familiar with the setting.

Building on what children know and understand

- Areas of provision are planned for Primary One, similar to those in Nursery but with appropriate challenge and adult directed activities.
- Nursery and Primary One staff meet to discuss assessment information
- Nursery and Primary One teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Primary One
- Teachers meet after the first few weeks in Primary One to discuss individual children after the settling in period. This meeting is in conjunction with parents.
- Throughout the year, Nursery and Primary One teachers will occasionally teach each other's classes to develop a greater understanding of children's learning and gain knowledge about the curriculum.
- Areas of provision for Nursery are planned to provide a safe and nurturing environment while providing appropriate challenge.

Partnership with parents

At Taughmonagh we encourage parents to be involved by:

- Inviting parents into school 3 times a year to discuss the progress of their child.
 - In the Summer term issuing an annual report
 - Inviting parents to curriculum evenings throughout the year
 - Half termly information newsletters to inform parents of curriculum coverage.
 - Encouraging parents to come in and help in the school.
 - Use of seesaw app to keep parents updated.
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- Parents are informed in the Summer term about the class that their child will be in.
 - Parents are given clear information about what to expect in Primary One.
 - Parents are given the opportunity to meet the Primary One staff before September
 - Parents are invited to experience the Primary One environment, classroom layout and

resources before September

- Brief end of the day 'open door' sessions are offered to parents in the first few weeks of Primary One to address any issues regarding their child settling into their new class.
- Parents are informed at the nursery induction about the class and teacher their child will have.
- Parents are given clear information about what to expect in Nursery.
- Parents will meet the Nursery staff on 3 separate occasions before children start in September. They will have experienced the layout of the Nursery environment, layout and resources.

Transition from home to Nursery

- The nursery staff will make planned visits to 'Sure start' to observe children and liaise with staff during summer term.
- The children and parents attend a 'stay and play' session that is held in the nursery setting.
- 'Tea and Tissues' sessions are offered on the first days of term to reassure anxious parents.
- Parents receive an information pack at the induction afternoon.
- Children attend shorter sessions for the first week.
- Children attend until lunchtime from the week before Hallowe'en
- Children are attending for a full day from just after Hallowe'en.
- In the autumn term, the provision closely reflects home life and interests of the children. There is a lot of correspondence with parents to ensure the children's needs are met.
- Art work produced by the children in nursery is displayed in the classroom.

Transition from Nursery to Primary One

- The nursery children make several short planned visits to the primary one classroom for playtime and story-time sessions throughout the summer term.
- The primary one staff attend a 'stay and play' session that is held in the nursery setting for the children and parents.
- The last planned 'stay and play' session of the year is held in the primary one classroom providing an opportunity for parents and children to become more familiar with staff and the Foundation stage environment. Nursery staff also attend.
- Nursery children are invited in the summer term to the schools FAST programme. Hubs are held in the foundation stage area to help promote familiarity with staff and the classroom.
- The nursery children attend the primary one assembly held in the summer term. They stay for juice and biscuits with the current primary one children.
- A summer scheme is held for the new primary one children in the primary one classroom for children to familiarise themselves with the new environment.
- 'Tea and Tissues' sessions are offered on the first day of term to reassure anxious parents.
- Parents receive an information pack at the 'stay and play' session.
- Children new to the school receive a visit (observation / information sharing) to their previous setting.
- Children attend shorter sessions for the first week.
- Children attend until lunchtime for the second week.
- Children have lunch in school from the third week.
- Children are attending for a full day from the beginning of October.
- All Primary One staff stay with the children at lunchtime for the first few weeks.
- The final topic in the summer term explores issues of change.

- In the autumn term, the provision closely reflects summer term practice in Nursery.
- Art work produced by the children in nursery is displayed in the primary one classroom in September.
- Symbols/ pictures used on pegs in the nursery setting are used in the primary one classroom in September.

Transition from Primary One to Primary Two.

- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Primary one children visit the current Primary two class-room for a short play session in the summer term. They are shown the cloakroom and areas of the classroom, becoming familiar with the environment.
- In the autumn term, the provision closely reflects summer term practice in Primary One.
- 'Meet the teacher' event for parents in September to aid transition

Transition from Foundation Stage to Key Stage One

- Primary two children visit the current Primary three class-room for a short play session in the summer term. They are shown the different areas of the classroom, becoming familiar with the environment.
- During the month of June, the Primary two children will line up in the school playground each morning before school in preparation for September in Primary three.
- Making children aware of changes in dinner hall and routine.
- 'Key Stage' meetings for parents in September to aid transition.

Transition from Key Stage One to Key Stage Two

- 'Key Stage' meetings for parents in September to aid transition.

Transition from Key Stage Two to Key Stage Three

- Primary Seven children will visit their new setting
- Teachers from secondary schools will come to Primary Seven classroom to visit the children.
- Transition programme will be completed for children with specific needs.
- Teachers will exchange information about the children by phone.
- Teachers and parents of children with specific needs will liaise to decide on a hub referral to undertake a transitioning programme.

Transition to and from Speech and Language Unit AND Transition SEN

(see separate policy)

