



*inspirans flammam
posteritatis*

**ROSEMEAD
PREPARATORY
SCHOOL & NURSERY**

DULWICH

P5.2 - TRANSITIONS POLICY (INCLUDING EYFS)

RATIONALE

The rationale of this policy is to provide a well-organised and coherent approach for all children upon entry into and exit from Rosemead and to recognise that year on year transitions are an important factor in helping all children achieve their potential.

AIMS

Throughout a child's time at Rosemead, all assessment data, reports, meeting notes and personal provision records are shared with all staff via 3sys to aid informed transitions between key stages, year groups and sets. At each stage, the aim is to provide a global picture of each child. Particular attention is paid to key phase transitions: EYFS to Key Stage 1 and Key Stage 1 to Key Stage 2.

All members of staff have a role to play in helping children experience a smooth transition through the school and specifically:

- To work in partnership with parents at the point of entry for each child, particularly if a child is moving from a different school to Rosemead
- To ensure that year-on-year transitions are as seamless as possible in order to promote the emotional, psychological and social wellbeing of our children
- To maintain the pace and quality of learning so that the very best progress can be made by our children

To work in partnership with parents and senior schools to ensure that the Year 6 children are fully prepared for the senior school transfer process and to assist them as they move on to their new schools.

INCLUSION

The transition process aims to meet the needs of all children and, where necessary, should be further tailored to meet particular individual needs.

TRANSITION POINTS

HOME TO PRE NURSERY

Nursery Team

- Assessment – The term preceding entry

Administration

- Children, with their parents, are invited to a play session in the preceding term
- EYFS report from child's current nursery (if attending one) is requested in the preceding term by the Pre-Prep secretary
- Children can attend full or part time depending on individual parents' wishes and the nursery timetable.
- Children are welcome to attend Pre School Care and After School Care.
- Health/medical conditions recorded and risk assessed

Enrichment

- If child is coming with a particular need, they might be visited at their current nursery by SENCo or EYFS leader

Teacher

- First day – each child is given a Rosemead teddy bear
- Parents invited to a Parent Information evening with nursery staff
- Throughout the year on several afternoons Pre-Nursery, Nursery and Reception children are mixed and offered a free-play session across all Early Years area

HOME TO NURSERY

Nursery Team

- Assessment – January and ad hoc

Administration

- Children, with their parents, are invited to a play session in the summer term
- EYFS report from child's current nursery (if attending one) is requested in the summer term by the Pre-Prep secretary
- Children are given the option to slowly build up to attending full time in the summer term: 5 mornings in autumn, 2 full days in spring, full time in summer
- Children are welcome to attend Pre School Care and After School Care
- Health/medical conditions recorded and risk assessed

Enrichment

- If child is coming with a particular need, they might be visited at their current nursery by SENCo or EYFS leader

Teacher

- First day – each child is given a Rosemead teddy bear
- Parents invited to a Parent Information evening with nursery staff
- Throughout the year on several afternoons Pre-Nursery, Nursery and Reception children are mixed and offered a free-play session across all Early Years areas

NURSERY TO RECEPTION

Nursery Team

- Nursery cohort is split into 2 classes of up to 20 for Reception after new children have been added, or one class of up to 30

Administration

- Health/medical conditions recorded and risk assessed

Enrichment

- Enrichment data shared

HoPP

- Finalise class lists
- Letter sent to parents detailing changes that happen in Reception
- Children who enter mid-year are assigned a 'buddy' from the same class

Teacher

- Summer term handover meeting for current children between Nursery key person/teacher and new Reception key person/teacher
- Assessment data shared
- If child has a Reading Record, it is handed to new teacher
- Home School Link Book passed on from Nursery to Reception
- Summer term 'Meet the Teacher' session
- Throughout the year on several afternoons Nursery and Reception children are mixed and offered a free-play session across all Early Years areas. Nursery are encouraged to explore the Reception classrooms
- Second half of summer term: Nursery are taken into Reception classrooms at least once a week for afternoon registration.
- September Parent information evening

HOME TO RECEPTION

SLT

- Children and parents made aware that after school clubs are available from Reception

Reception Team

- Assessment – October/January and ad hoc

Administration

- Children are invited to a play session in the summer term
- New Parents' social in summer term
- EYFS report from child's current nursery (if attending one) is requested in the summer term by the Pre-Prep secretary
- Children are welcome to attend Pre School Care and After School Care
- Health/medical conditions recorded and risk assessed

Enrichment

- If child is coming with a particular need, they might be visited at their current nursery by SENCo or EYFS leader

Teacher

- First day – each child is given a Rosemead teddy bear
- September Parent information evening

RECEPTION TO YEAR 1

SLT

- Classes are mixed going into Year 1. Reception teachers and HoPP will decide upon new classes if mixed.

Administration

- Health/medical conditions recorded and risk assessed

Enrichment

- Enrichment data shared

HoPP

- Letter sent to parents from HoPP detailing changes that happen in Year 1
- Children who enter mid-year are assigned a 'buddy' from the same class
- Ensure children who enter from other systems (maintained sector or abroad) are appropriately assessed and information shared. If the school at assessment notes particular concerns, parents will be informed and advice given about how best to support the child's needs. The Enrichment department may begin to communicate with parents as soon as a place has been accepted, prior to the child taking up his/her place, to ensure that he/she is prepared as fully as possible and personalised provision, if required, is in place. The class teacher will see the parents in the first half term if the child is finding it difficult to make positive progress.

Teacher

- Summer term work in Reception becomes more structured
- Second half of summer term: Reception are taken into Year 1 classroom at least once a week for afternoon registration
- Summer term handover meeting for current children
- Assessment data shared
- Reading Record handed on to new teacher
- Summer Term 'Meet the Teacher' session
- September Parent Information evening

YEAR 1 TO YEAR 2

SLT

- Classes are mixed going into year 2. Year 1 teachers and HoPP will decide upon new classes if mixed.

Administration

- Health/medical conditions recorded and risk assessed

Enrichment

- Enrichment data shared

HoPP

- Ensure children who enter from other systems (maintained sector or abroad) are appropriately assessed and information shared. If the school at assessment notes particular concerns, parents will be informed and advice given about how best to support the child's needs. The Enrichment department may begin to communicate with parents as soon as a place has been accepted, prior to the child taking up his/her place, to ensure that he/she is prepared as fully as possible and personalised provision, if required, is in place. The class teacher will see the parents in the first half term if the child is finding it difficult to make positive progress.

Teacher

- Summer term handover meeting for current children

- Second half of summer term: Year 1 are taken to Year 2 classrooms to familiarise themselves
- Assessment data shared
- Reading Record handed on to new teacher
- Summer Term 'Meet the Teacher' session (if possible, Year 2 teacher to informally visit Year 1 class before this meeting)
- September Parent Information evening
- Children who enter mid-year are assigned a 'buddy' from the same class.

YEAR 2 TO YEAR 3

SLT

- New children assessed in November/ad hoc
- Head speaks to feeder schools for advice on placing children/points for consideration where necessary, information is shared about the child's academic ability and social activity.
- Summer term - all rising Year 3s invited in Summer term for an afternoon at the Prep and each child given a Year 6 buddy at their 'Meet the Teacher' session
- Classes mixed, with extra class added, coming into Year 3
- Autumn term: Year 3 bonding day
- Ensure children who enter from other systems (maintained sector or abroad) are appropriately assessed and information shared. If the school at assessment notes particular concerns, parents will be informed and advice given about how best to support the child's needs. The Enrichment department may begin to communicate with parents as soon as a place has been accepted, prior to the child taking up his/her place, to ensure that he/she is prepared as fully as possible and personalised provision, if required, is in place. The class teacher will see the parents in the first half term if the child is finding it difficult to make positive progress.
- Some Prep Assemblies given by visiting Secondary School Heads

Administration

- New and current parents invited to evening reception to meet each other and class teachers
- Health/medical conditions recorded and risk assessed

Enrichment

- SENCo may visit new children who will need additional extension, support or any form of personalised adjustment to provision.
- When appropriate, SENCo will meet with parents (and outside professionals) of children joining Year 3 from inside or outside Rosemead, to ensure that personalised support/adjustments to provision is in place ready for children who require it as they join Year 3.
- Specific transfer arrangements will be made when necessary to familiarise children with the layout and staff in Year 3. These may include the child having additional 1:1 opportunities to visit the Prep and meet Year 3 teachers towards the end of the Summer term.
- Any children who receive intervention from the Enrichment department will continue to do so

Teacher

- Preceding Summer term: Year 3 teachers to spend a session with Year 2 and their class teacher to see level of work being produced
- Preceding Summer term: Year 2 children have lunch at the Prep on a number of occasions
- Summer term handover meeting for current children
- Summer Term 'Meet the Teacher' session
- September Parent Information evening
- If there are any late new starters, they are teamed up with a Year 6 buddy to ease transition into school

YEAR 3 TO YEAR 4

SLT

- Classes are mixed going into Year 4
- Children who enter mid-year are assigned a 'buddy' from Year their current class
- Ensure children who enter from other systems (maintained sector or abroad) are appropriately assessed and information shared. If the school at assessment notes particular concerns,

parents will be informed and advice given about how best to support the child's needs. The Enrichment department may begin to communicate with parents as soon as a place has been accepted, prior to the child taking up his/her place, to ensure that they are prepared as fully as possible and personalised provision, if required, is in place. The class teacher will see the parents in the first half term if the child is struggling to make positive progress.

- Some Prep Assemblies given by visiting Secondary School Heads

Administration

- Health/medical conditions recorded and risk assessed
- Parents invited to Senior School Transfer evening

Enrichment

Teacher

- Summer term handover meeting for current children
- Summer Term 'Meet the Teacher' session
- MFL books are handed to new teacher
- September Parent Information evening

YEAR 4 TO YEAR 5

SLT

- Classes are mixed up on entry to Year 5
- Children who enter mid-year are assigned a 'buddy' from their class
- Ensure children who enter from other systems (maintained sector or abroad) are appropriately assessed and information shared. If the school at assessment notes particular concerns, parents will be informed and advice given about how best to support the child's needs. The Enrichment department may begin to communicate with parents as soon as a place has been accepted, prior to the child taking up his/her place, to ensure that he/she is prepared as fully as possible and personalised provision, if required, is in place. The class teacher will see the parents in the first half term if the child is struggling to make positive progress.
- Children may be identified as possible art, music or sport scholars and given extension activities
- Some Prep Assemblies given by visiting Secondary School Heads

Administration

- Health/medical conditions recorded and risk assessed
- Parents invited to Senior School Transfer evening
- Head and Senior Deputy Head 1:1 meetings with all Year 5 parents to discuss senior school choices

Enrichment

- Enrichment data shared

Teacher

- Summer term handover meeting for current children
- Assessment data shared
- Summer Term 'Meet the Teacher' session
- Ability groupings shared
- September Parent Information evening
- Children put into four ability groups for mathematics teaching
- Parent Consultations Autumn and Spring – parents see teachers for English and mathematics

YEAR 5 TO YEAR 6

SLT

- Classes are mixed up on entry to Year 5
- Children who enter mid-year are assigned a 'buddy' from the same class
- Ensure children who enter from other systems (maintained sector or abroad) are appropriately assessed and information shared. If the school at assessment notes particular concerns, parents will be informed and advice given about how best to support the child's needs. The Enrichment department may begin to communicate with parents as soon as a place has been accepted, prior to the child taking up his/her place, to ensure that he/she is prepared as fully as

possible and personalised provision, if required, is in place. The class teacher will see the parents in the first half term if the child is struggling to make positive progress.

- Any children who have been identified as possible art, music or sport scholars continue to be given appropriate extension activities
- Some Prep Assemblies given by visiting Senior School Heads

Administration

- Health/medical conditions recorded and risk assessed
- Pupil information sheet sent out to be filled out by children to assist Senior School Transfer Report

Enrichment

- Enrichment data shared

Teacher

- Summer term handover meeting for current children
- Assessment data shared
- Summer Term 'Meet the Teacher' session
- Ability groupings shared
- September Parent Information evening
- The four ability groups that were set in Year 5 continue for the first term
- Parent Consultations Autumn and Spring – parents see teachers for English and mathematics

YEAR 6 TO YEAR 7

Transitions

- Autumn Term Senior School reference written by Head
- Interview preparation in groups (with Senior Deputy Head and Deputy Head Academic)

Admin

- Pupil information sheet sent back out to children to be amended where necessary
- All children have 1:1 practice interview with Head
- Autumn/Spring/Summer term - some schools offer taster days
- Autumn/Spring term - children attend senior school assessment and interviews

Enrichment

- Enrichment groups and 1:1 lessons usually conclude after the Autumn Term in Year 6 to allow children to develop their self-confidence. Children are encouraged to apply skills learnt within the familiar environment of Rosemead, with their year group teachers and Enrichment staff on hand as needed. This allows them to continue to be closely monitored by teachers who are very aware of their history, needs and targets, whilst developing their self-esteem as independent workers, before transitioning to senior school.
- When a child has a particular SEN, Rosemead's SENCo will be available to meet with the SENCo from the senior school to provide a full hand over and ensure that all history is understood and provision is in place as required prior to the child starting at their new school.

Transition to St Dunstan's

Due to the merger of Rosemead Prep School and St Dunstan's College children at Rosemead now have the opportunity for transfer to St Dunstan's Senior School. The offer of automatic transition is the decision of The Rosemead to St Dunstan's Transition Panel (the Panel). The Panel comprises members of Rosemead Prep School's Senior School Leadership Team, the College Leadership Team and representatives from the Learning Support Team and the Admissions Team from St Dunstan's College. Decisions are based primarily on recent standardised assessment data, but the Panel will also review wider information from historic standardised data and classroom performance. It is the aim of the Panel to make their decision in Panel's decision will always be in line with our policies regarding Special Educational Needs and Disabilities and Equal Opportunities.

All children who meet the threshold for automatic transition into St Dunstan's College will be assured of those places. Parents at Rosemead reserve the right to apply for other schools in the acceptance deadline of The College in February when the child is take up the offer of automatic transition to the Senior School by way steps you need to take in order to formally accept the offer. St Dunstan's College will be supported in making applications to other senior schools and in preparation for any entrance assessments. Rosemead maintains that they will support all parents and children with the introduction of the new process for transition to St Dunstan's College.

TRANSITION NOTES – Nursery to Reception

Name: Date of Birth: Religion: Medical Issues: Special Dietary Requirements:	Key person Nursery: Moving to class: Family/parental notes: RoC (Y/N) PEP (Y/N) Support from Enrichment? (Y/N detail in box(es) below):
Please comment below on any particular skills, talents, likes, problems, difficulties or learning support given/required.	
<p style="text-align: center;">Personal, Social and Emotional Development (behavioural issues, difficulties with toileting, friendships, favourite activities)</p>	
<p style="text-align: center;">Communication and Language (speaking difficulties, language difficulties, EAL, other languages spoken at home, particular needs or abilities.)</p>	<p style="text-align: center;">Physical Development (physical difficulties – gross or fine)</p>
<p style="text-align: center;">Literacy (phonics group, reading level)</p>	<p style="text-align: center;">Mathematics</p>
<p style="text-align: center;">Understanding of the World</p>	<p style="text-align: center;">Expressive Art and Design</p>

TRANSITION NOTES – Reception to Year 1 and Year 1 to Year 2

Name: Date of Birth: Religion: Medical Issues: Special Dietary Requirements:	Key person Reception: Moving to class: Family/parental notes: RoC/PEP? (Y/N): Support from Enrichment? (Y/N detail in box(es) below):
Please comment below on any particular skills, talents, likes, problems, difficulties or learning support given/required	
<p style="text-align: center;">Personal, Social and Emotional Development (any behavioural issues, difficulties with toileting, friendships, favourite activities)</p>	
<p style="text-align: center;">Communication and Language (speaking difficulties, language difficulties, EAL, other languages spoken at home, particular needs or abilities)</p>	<p style="text-align: center;">Physical Development (physical difficulties – gross or fine)</p>
<p style="text-align: center;">Literacy (phonics group, reading level)</p>	<p style="text-align: center;">Mathematics (mathematics group)</p>
<p style="text-align: center;">Understanding of the World</p>	<p style="text-align: center;">Expressive Art and Design</p>

**Handover Meetings
KS1 and KS2
Guidance for Discussion**

- Share any ability groupings including which teacher taught the child and whether or not the child has moved ability groups over the course of the year
 - Years 1 to 2: spelling groups, reading level, mathematics group
 - Years 2 to 3: spelling groups, reading level, mathematics group
 - Years 3 to 4: spelling groups and mathematics groups (reading scheme if appropriate)
 - Years 4 to 5: spelling and mathematics groups
 - Years 5 to 6: comprehension, writing, reading, spelling, mathematics, VR and Non-VR groups

- Years 1-5 to bring English book to handover meeting to aid discussion if necessary

- Enrichment department to:
 - Draw attention to all PEPs via 3sys
 - Add Enrichment notes to handover notes – detail what support is currently given as well as planned support for September

- School First Aider to share Personal Medical Plans with whole year group/whole key phase (which are then included in class folder)

**Handover Meetings
KS1 and KS2**

Individual Notes

Name Class	
Medical needs	
PEP	
Behaviour	
Friendship ○ Issues ○ Groups	
Family Issues: ○ Supportive parents ○ School/home relations ○ Divorced/separated ○ Child spending time between 2 homes	
English ○ Level ○ Reading scheme ○ Enrichment ○ Booster groups	
Mathematics ○ Level ○ Group (including any changes) ○ Power of 2 ○ Enrichment ○ Booster groups	
Homework issues	
Other	

Areas to consider when mixing year groups:

1. Enrichment children
2. Current class
3. Verbal SAS
4. Girl/boy ratio
5. DOB – try to ensure a spread of the oldest and youngest in the year
6. Personalities – try to ensure a spread of different characters/styles of working whilst being sympathetic to the individual needs of the children
7. Friendship groups
8. House places
9. Any particular individual cases
10. Which newly formed class would be best suited to which year group teacher