



Transitions Policy

Definition of transition: Passage from one form, state, style, or place to another.

Objectives:

The Ethos of Loyola is to ensure that at all times the children feel happy and safe in an environment in which they can learn.

The importance of transitions is to make sure that the practitioners, children and parents are all aware of what is to be expected so that they are prepared for the next stage in the school.

Each class has different expectations and ways of teaching and these are shown below in the Transition areas.

Settling in Procedures:

When first visiting the school a tour is undertaken by the headmaster, the parents then have the chance to see all classrooms and meet all teaching staff. The headmaster will also answer any questions the parents may have at this time.

Each class has their own different procedures for the different age groups.

Stated below are the transitions used for each Early Years class.

During the Autumn term the school closes for one afternoon and we have an Open session. The parents and boys are invited in with their sons to look at the upcoming classes and look at the progression throughout the school. This gives the parents a chance to plan for what is to come and also for the boys to prepare for the next stage of their learning.

There are no costs to our open days and school tours.

Kindergarten:

When boys start in Kindergarten they become part of the Loyola Family.

A range of information is given to parents including a welcome pack, uniform list, news letters and other personal information sheets

A meeting with the parents and the Headmaster is given where they are introduced to the school and everything is explained to them. Information such as birth certificates and registration forms are then all given to the school office.

The Kindergarten boys have the option of starting a full time or part time day.

Mrs McHardy will use the information that she is given to set up an environment for the boys that will help them to settle best. The cloakroom outside Kindergarten is a helpful area for parents as they can wait with their son until the sessions start and the walls are covered with helpful for tips for parents about settling in and learning about how the Early Year Settings are run.

At the end of the year when they boys are ready to move up to Upper Kindergarten the teachers will have a hand over meeting where they will pass on all relevant information including the Early Years Profiles. Any IEPs or PAs will be discussed.

Reception I:

As the middle class, Reception I has many changes to make. The boys are either there for one term in the Winter or two terms in the Spring and Summer.

In both incidents Reception I have their own Welcome Pack for Parents which will explain how the boys will progress from Kindergarten and what will be expected of them.

Changes such as more independence, the beginning of formal work and the introduction of reading books will give parents a head start in what is to come.

Mrs Quirk has four handover meetings for the boys with both Miss Cashel in December and July and Mrs McHardy in the September and January. All information that is passed on is extremely helpful to settle the boys at the next stage of their education.

Reception II:

At the end of the year the Reception I and Reception II teachers meet and discuss in depth each boy. They make notes about their development and their profiles, and discuss any IEP and PA forms which there may be. Meetings would take place after the school day. All paperwork is then handed over

A welcome pack for parents helps them to understand the changes between Reception I and Reception II and what the new expectations are for their son. Changes such as the beginning for spelling tests and Library visits are explained.

An open morning for the class to meet their new teachers and new classrooms happens at the end of the year so that the children are prepared for September and know what to expect. Activities will be set up to suit all children so that observations can be made. It is the role of the practitioner to plan the activities.

The Welcome Packs that the parents receive in all classes contains a personal information sheet which parents complete giving practitioners details about medical test, likes and dislikes, family set up and previous education.

All information given to the school is kept in a secure location within the school. The children's Early Years Profiles are kept in their classroom and are locked away at night.

The parents can ask to see the profiles at any time but may only view the profile of their son.

The Early Years Profiles are made up from all the information and observations made both in school and at home. The school observations are made by all teaching members of staff and are shared together to create the results.

Transition to another Setting:

If a child comes from another setting to Loyola, at any stage in the Early Years, contact is made via our office to obtain any work, Early Years Profile or background knowledge which will help us in settling the child into the new setting.

If a child moves from Loyola to a new setting all information is passed on by post, with consent from the parents.

Policy Implementation:

Parents are aware that all of the Early Years classes have an open door policy, and that parents are welcome to see practitioners at any time. Parents can also make contact through the diary which is sent to and from school every day with the child or the class email addresses which are checked every morning and afternoon.

Each boy has a key worker who is named for the parents to contact.

The Loyola website is a great tool for parents to look at the class timetable, planning and photographs from activities that have happened in school.

All Practitioners are aware of the Transition policy and follow all necessary procedures.

The Policy has been created with the input of all staff to ensure that it is clearly understood and adhered to.

The Loyola Transitions Policy has been written with the link and support of other school policies, such as Admissions, Equalities, SEN Inclusion, Confidentiality and Data Protection and Parent/Carer Partnership.

References/Legislation that inform this policy:

The Children's Act (1989)
Race Relation Act (2000)
The Disability Discrimination Act 1995
Sex Discrimination Act (1968)
The National Standards (Standard 12)

This policy was reviewed at:

Loyola Prep School

In

January 2015

Date to be reviewed:

January 2019

Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)