

Causeway Green Primary School



Transition Policy COVID-19 Addendum:

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Governor Approved:

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School wide changes to transition:

Due to the fact we cannot carry out some of our usual transition plans in school we are implementing the following to help support children's transition throughout the school. Because we cannot hold our usual transition day in summer term, where children find out who their new members of teacher staff are for September and spend time working with them and getting to know them we are carrying out:

- ✓ Teacher fact file sheets sent out to new classes
- ✓ A video link from new teachers sent out to their new classes to allow them to see and hear from their new teacher (the video will explain a bit about each teacher and will detail bits about what to expect in their new year group)
- ✓ A blank all about me pupil sheet for children to complete and send back to school to their new teachers
- ✓ Autumn Curriculum Newsletter will go out before the end of this term to tell students what to expect from their new year groups in Autumn Term- whereas this is usually sent the first week back in September
- ✓ A welcome booklet for each year group which contains photographs of their new classrooms and teaching staff and details information such as the new doors they will use to enter and exit the classrooms and photographs of their playgrounds. This will also contain photos of their cloakrooms and pegs and showing them toilets etc

In September, the first few weeks will incorporate a Recovery Curriculum where the focus will be on routines, basic skills and togetherness, where a variety of mental health and PSHE sessions will be delivered along with other themed weeks including 'Art Week' and 'Healthy Happy Me Week'. This is to help and support the transition for all students when returning to school.

Nursery:

Due to the fact that home visits cannot take place in summer term, the first two weeks in September will be used for parent 1:1 meetings in school if restrictions are still in place. If restrictions have lifted, then home visits will take place during those weeks. During this time Nursery will be closed to students.

Following the two weeks of 1:1 meetings, students will be invited to attend nursery in small group slots, in order to support transition and settling in.

The following timeline will be followed:

Week 1	3 rd - 4 th September	Parent 1:1 meetings
Week 2	7 th - 11 th September	Parent 1:1 meetings

Weeks 3 - 4	14 th - 25 th September	Staggered induction for all pupils
Weeks 5 - 6	28 th September - 9 th October	Baselining to take place (completed by 16 th October)

Nursery to Reception:

When school starts: focus on developing emotional stability and foundation skills

The next cohort of children will likely have more attachment issues because they'll have spent much more time at home with their parents. Due to this, the focus for the first half term will be:

Focus on building team cohesion with class songs and shared experiences.

Setting routines quickly to support children feeling comfortable and build emotional stability. Reinforce routine with visual prompts, e.g. a visual timetable, now and next boards, and use objects of reference for particular activities.

Making teaching even more explicit to cover sharing and considering others. For example, have structured turn taking and sharing routines in small groups as you normally would. However, do it more often (i.e. several times a day) and with more explicit adult modelling of the expected behaviours.

Focus on empathy and positive regard when dealing with unwanted behaviour such as not wanting to follow the routine or not sharing. In practice this means you verbalise that you understand it's difficult to behave in certain ways in certain situations. This makes the child believe you understand their worries and why they behaved like that. This empathy response needs to come before the reminder and prompt for the behaviour that you want to see.

Be flexible to support the additional needs of **vulnerable children**.

Vulnerable children are likely to be more affected by school closure because they'll spend longer in an unstable home. Make sure you still carry out home visits at the beginning of term so that you can identify those vulnerable children that you otherwise wouldn't know about.

Manage your expectations when school starts and be mindful that these children will need additional support:

- ✓ They're less likely to accept instructions. So make your demands more positive and turn them into a game, like "I bet you can't do this..."
- ✓ Separate them from their behaviour so that even if you don't like how they behave you always like them
- ✓ Give them more frequent reassurance and praise for their efforts
- ✓ They might need help settling when they first come in - help them settle by giving them a preferred activity for 5 to 10 minutes with a trusted adult if possible
- ✓ Model expected behaviour with them more explicitly. For example, they may find it hard to share during turn-taking activities. Show them how to do this and recognise small steps of progress

Prior to starting	<ul style="list-style-type: none"> - Send out handout to parents 'School Readiness Leaflet' - Reception staff -Loom story time (record themselves reading some stories and send out to parents, so children become familiar with their faces and voices) - Reception classes to be set up as individual classes
First week back (2 nd - 4 th September 2020)	<ul style="list-style-type: none"> - Children to attend in small groups of 5 for a one hour slot across the three days to meet their teachers and see classroom
Second week back W/C 7 th September 2020	<ul style="list-style-type: none"> - Children to attend half days
Third week back W/C 14 th September 2020	<ul style="list-style-type: none"> - Children to attend full time - Baselining to commence (Completed by 16th October)

*See Nursery to Reception transition policy for further timetabling as usual

Reception to Year 1:

Due to children missing a significant part of their Reception year, schools will need to consider how teaching and learning in Year 1 can be adapted to ensure that it is developmentally appropriate and meets the needs of the children. This will be done by:

- ❖ reviewing the Year 1 planning and make changes so that it:
 - ✓ provides opportunities for children to play and explore, apply knowledge and skills in self-initiated learning and to think, puzzle and work things out

- ✓ is flexible enough to be adapted as children's interests and needs change
- ✓ provides lots of opportunity for circle time and discussions
- ❖ extending an EYFS approach into Year 1 and looking at how you can create an environment for play-based learning. This "familiar" environment will support children to be confident and comfortable as they face yet another significant change. An additional challenge here might be providing access to an outdoor learning space.
- ❖ providing additional time for EYFS and Year 1 staff to meet to look at the most recent assessments and discuss children's development. More children may be performing below age-related expectations due to time out of school.
- ❖ to establish new routines and the understanding of new boundaries in Year 1

Prior to starting	<ul style="list-style-type: none"> - Year 1 staff -Loom story time (record themselves reading some stories and send out to staff so children become familiar with their faces and voices) - this will help support the fact the teachers were unable to deliver story time in reception during Summer Term - Prior to starting- if restrictions allow- classrooms to have a home corner and role play area/ small world basket/ construction area
First week back	<ul style="list-style-type: none"> - Loom assemblies delivered in the classroom- teachers to set expectations of sitting and listening during the assembly ready to attend whole school - Playtime to be separate to year 1 to begin with to get used to the new playground
First half term	<ul style="list-style-type: none"> - EYFS focus to continue for first half term (this usually is only a month)

Year 2 to Year 3:

Prior to starting	<ul style="list-style-type: none"> - Already familiar with playground from daily mile
First week back	<ul style="list-style-type: none"> - Year 3 and 6 to start playtimes early to get used to the playground (buddies?) - Year 3 to have afternoon break for first week back - Fruit offered to students during break (reception won't be in school and need it)

