TRANSITION GUIDELINES

June 2024

Audience: All staff

Rationale:

Transition is a critical time for change for children, parents and practitioners – which is full of opportunity and potential. Wellbeing of all stakeholders must be paramount when any change is being planned for at Dyce School.

Aims: To enable learners to…

- experience smooth transitions
- maintain consistency and continue the learning
- form strong relationships from the outset
- have their families meaningfully involved
- to consider their emotional and social needs
- feel empowered with as much information as possible
- build resilience to cope with change

Rights Respecting Schools:

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Quality Indicators: 2.5, 2.6

Into Nursery

Key Staff Lead: DHT and ELC Team

Organisation and Key Dates:

- January: Twitter/Seesaw reminder for application shared. Digital Application Pack updated and ready for distribution. Nursery Website updated for parents.
- Thinglink and Key Information e-mailed by DHT
- PEEP sessions, Bookbug Sessions,, Start Dates & Digital Application shared with Google Form to ascertain dates of attendance by DHT/SEYP
- Spreadsheet created/updated for lunch numbers. by DHT/SEYP. Shared with Kitchen, Office, HT and Nursery
- Seesaw QR code created and registers updated by SEYP

Effective Communication:

- The Early Years Team allocates places for learners.
- Open door policy. Opportunity for questions welcomed through Google Forms, e-mail, phone call, Seesaw or at Induction event.
- Discussion between parents & SEYP during Induction Visit. PLP completed during this. PPRs should be read by key workers.
- Seesaw post to follow induction with photo of Key Worker as reminder
- Tour of Nursery provided by DHT with time provided for questions
- Pick up and drop off: Key information should be shared which impacts the health and wellbeing of the child such as first aid or eating worries. Positive

From Nursery into Primary One

Key Staff Lead: DHT and ELC Team

Organisation and Key Dates:

- January: Reminder of P1 Application to be displayed in Nursery, Seesaw and Twitter
- February: DHT reviews and plans transition calendar with visits to dinner hall, trips through school, together time in P1 area, playground play.
- March: Enhanced transition group catered for with opportunities to build relationships with P1 staff
- P1 Website updated
- April: E-mails to go out with confirmed places.
- April - Current P1 create handover videos to share
- April - Buddy application process begins
- April - New Seesaw class set up.
- May: Thinglink for learners and Website shared. Buddy - All about me's shared via Seesaw
- May: P1 Teacher shared and transition sessions planned. Photos shared with this
- May: Buddy Training Begins
- May/June: P1 Parents invited to Induction Meeting, expedition and class visits. Bookbag set gifted. Seesaw codes issued.
- June - Current P1 children plan and lead transition expeditions around the transition story.
- August: Half Days with parental voice sought. Seesaw QR code shared.
- Sep: Emergent Literacy Assessment Results shared with links to suggest how to support at home.
- Sep: Settling in calls made by class teachers

Effective Communication:

- Firmstep applications will be dealt with by the HT and School Administrator.

From Primary Class to Primary Class

Key Staff Lead: HT, DHTs and all staff

Organisation and Planning:

- April: Plan class configuration and by May share P1 staffing
- May: Plan Transition Weeks and share with staff
- June: Transition meetings planned between teachers
- End term 3/ start term 1: Class teachers expected to access Seemis and PPRs
- June: Share classes with parents
- June: Enhanced Transition Groups identified and Key Adults discussed for Care Experienced children. Additional time given if required.
- End term 3: Share slideshow with parents

Effective Communication:

- Handle with Care Form shared after every holiday for key information impacting wellbeing
- Open door policy. Opportunity for questions welcomed through Google Forms, e-mail, phone call, Seesaw or Google Classroom
- Transition meetings between teachers to enable sharing of key information, development and attainment.
- Teacher is responsible for accessing the child's PPR held in the front office.
- Seesaw (P1-3)/Google Classroom (P4-7) will be used as a tool for home school communication but an open door policy remains.

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'nuggets' should always be shared on their day in Nursery.

- ➢ Behavioural issues should be dealt with in private via a phone call from a key worker in the first instance.

Parental Engagement:

- Induction Presentation led by SLT and shared for non attenders
- Induction Meeting on a 1 to 1 with key worker completing PLP. Child can Stay and Play during this.
- Staying for a whole session will occur at the pace of the child and be in consultation with parents. Parents encouraged to stay for first hour session.
- Key information sought via Termly Meetings .
- Parental Engagement welcomed also through Seesaw
- Programme of Parental Engagement Opportunities throughout the year; PEEP/Bookbug, Stay and Play, Celebration events.
- 2.6 Transition Review put to parents to improve process

Induction Programme/Curricular Events:

- , Induction Event for Parents will cover:
  - Nursery handbook - Vision, Values & Alms
  - Admission forms.
  - Information on how the day to day, including snack, Seesaw, Outdoor Play etc
  - Planning with Curriculum for Excellence & Curriculum Rationale
  - The Nursery jumpers/T-shirts will be on display for Parents to look at.

Continuity & Progression:

- ➢ A known adult to stay with the child during their visit and during their first session is encouraged. Moving forward from here depends on if they have settled and time increased slowly.
- ➢ Key workers will be allocated to families wherever possible to ensure a familiar face works with the same family.
- ➢ Returning for their second year in Nursery, learners will have the same key worker where appropriate or another familiar and comfortable member of staff.

- Open door policy. Opportunity for questions welcomed through Google Forms, e-mail, phone call, Seesaw or at Induction event.
- Transition meetings between the child's key worker and the P1 teacher will be held before the child begins school to enable sharing of key information, development and attainment.
- The P1 teacher is responsible for accessing the child's PPR held in the front office.
- Where a child comes from a Nursery out with Dyce a visit to the child's current pre-school placement will be done by a member of staff.
- Seesaw will be used as a tool for home school communication but an open door policy remains.
- Behavioural issues should be dealt with in private via a phone call from CT or SLT in the first instance.

Parental Engagement:

- Induction Meeting in May. Emergent Curriculum Evening in Sep.
- Wellbeing call to be made to those who request
- Key information sought via Handle with Care form in August.
- Coffee Catch Up by Sep to allow parents to meet each other and staff.
- Parental Engagement welcomed also through Seesaw
- Opportunities throughout the year.
- 2.6 Transition Review put to parents to improve process

Induction Programme/Curricular Events:

- By March all Transition Activity arrangements should be planned with the Nursery Team, , DHT and P1 teachers. The Nursery children should be grouped by the Nursery staff and a member of the Nursery team should attend the activity with the group. All About Me to go home.
- Before the transition activities begin, a P1 Induction Meeting will be held at the school. At the meeting an overview of the transition activities and dates should be provided
- Buddy's will be the P6 into P7
- Children from outwith will be invited to attend 'Meet the Teacher' sessions during Transition Week.
- During the first two weeks of P1 opportunities to share the pupil's All About Me should be included when planning for the day.

Continuity & Progression:

- ➢ Milestones and tracking will be discussed. The nursery team will also pass on information on pupils who require additional support and challenge,

- ➢ Behavioural issues should be dealt with in private via a phone call from CT or SLT in the first instance in line with policy.
- ➢ E-mails to teachers from parents always come via SLT first.

Parental Engagement:

- Key information sought via Handle with Care form in August.
- Curriculum events across the year linked to the improvement plan
- Parental Engagement welcomed also through X, Seesaw and Google Classroom
- Opportunities throughout the year for reporting to parents.
- 2.6 Transition Review put to parents to improve process

Programme/Curricular Events:

- By May all Transition Week arrangements should be planned with all staff.
- Transition Activities are planned by SLT. One of these ensures there is work to display in their new classroom on the first week.
- After the summer, all pupils will have access to a wellbeing check in to ensure emotions are supported. (SHANARRI)
- After summer the first two weeks are relationship building and HWB focus.

Continuity & Progression:

- It is crucial during handover meetings that CPs, IEPs, ERPs tools and strategies are shared.
- The new teacher must act on the tools and strategies from day one. e.g. laptop support, seating positioning.
- Initial meetings with class teachers and SLT will focus on need and strategies.
- Access CFE levels to ensure planning is progressive and meets individual needs.

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	behaviour and social groupings advice and information on family background, as well as the child's strengths and talents. Allergies, Care Plans will also be shared. PLPs will be filed in the PPRs in the office by EYP staff.	

Into Language Support Provision (The Hive)

Key Staff Lead: DHT and LSP Staff Team

Organisation and Planning:

- Following Panel Meetings in Nov/ Feb/May February - CPS to advise of accepted recommendation for new pupil.
- RFA Outcome letter shared with relevant schools who are advised to get in touch with DHT at Dyce.
- DHT to discuss transition plans with member of SLT at child's current school
- LSP Team completes visit to current setting to introduce themselves to child, and to receive handover from current CT.
- Dyce DHT to contact parents/carers and introduce themself and invite in for a tour- encouraged to bring child with them.
- During the tour LSP Teacher and DHT meet with parents whilst LSP EYP plays with child.
- Invite current CT to visit LSP setting to meet key staff
- Firmstep application and transport application to be completed by parents if required.
- Start date agreed by DHT/Parent and shared with Parents
- Six to 8 week Assessment Review Meeting- LSP Team/ DHT/ SALT/ Parents and mainstream school.
- Opportunity to visit setting during assessment review meeting.
- Transition meeting to be organised when returning to mainstream school with bespoke transition plan.

Effective Communication:

- Initial phone call to parents by breaktime on first day by LSP Team
- Open door policy, Opportunity for questions welcomed through a variety of means.
- Regular communication between LSP Team and parents through SeeSaw

Parental Engagement:

- Communication based in SeeSaw
- Encouraged to make contact any time
- Review Meetings twice per year- mainstream school invited.

Continuity & Progression:

- Child Plan to be shared with LSP staff
- Open communication with mainstream school

From Primary Seven to Secondary One

Key Staff Lead: HT, P7 Team and P7-S1 leads across ASG

Organisation and Planning:

- May of P6 year: RFAs submitted if applicable after discussion with parents.
- June of P6 year Pupils requiring enhanced transition shared with Academy DHT
- August/September : Creation of the (confidential) Pupil Profile to be updated across the year
- September: Youth Work applications discussed and submitted for leadership and transition groups
- September: End of year celebration arrangements put into diary and shared with parents. All fundraising planned with P7 staff and pupils.
- September: Tier 1 transition meets with parents at Primary School
- October: Digital profile up and running, with 'All about Me slides' complete.
- December: SLT to chase up those who are out wth catchment for S1
- January: S1 applications with X and email reminder shared.
- January: Yearbook started with key dates shared for parents and staff- portal open date set for May
- February: Contact made with Police liaison officer to plan date for drug and alcohol talk (Internet safety for P6)
- February: Tier 2 transition meets with parents at Primary
- April: Planning for leavers' Assembly to start
- April Tier 3 transition meets with parents at primary
- May/June : NSA data shared with Academy
- April/May: ASG residential week
- May: Spreadsheet for S1 classes and keep with/ from completed by class P7 class teachers
- All final dates for end of term shared with parents as a reminder
- June: Any follow up transition meetings from Tier 1-3 as required at Academy
- June: ASG Transition Days with new timetable at Academy
- Last week of term: Leavers' Assembly/ Festival Week (fundraising money)
- August: transition previous year P7 out of Seemis

**Links for Academy pastoral calendar and curricular calendar, open days and roadshow

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New Families:

Key Staff Lead: HT and DHTs

Organisation and Planning:

- Firmstep Applications actioned by HT and notify appropriate DHT
- HT to make call and invite for a tour, notifying class teacher of potential new pupil
- HT to notify School Administrator to access Firmstep to accept pupil in
- School Administrator to send out school based application forms via email
- Start date arranged between parent and HT and shared with DHT and CT and New Start Slide Show shared.
- DHT to make contact with previous school to gain academic, wellbeing and ASN information and pass on to CT
- Digital champion to action Education Log on, Seesaw or Google log on, and share with CT. CT to share with parents during first week.
- Day one: arrival at office at 9.15, and dismissed out of office.
- Day two onwards: Pupil will line up with their class at 9am, if confident to do so. If not then they will continue to enter via the office door until they feel able to do this.
- DHT to link a support staff member to observe in playground

Effective Communication:

- Firmstep and Placing Request Team handle initial applications
- Open door policy. Opportunity for questions welcomed through a variety of means
- Discussion between parents & SLT to gather key information

Parental Engagement:

- Reassurance call made to parents by SLT/ office mid way through first day
- Settling in call made by the class teacher or SLT after the first few weeks.

Induction Programme/Curricular Events:

- School website shared - school handbook found here.
- Any relevant letters or upcoming diary dates shared with new parents

Continuity & Progression:

- DHT to contact the previous school to gain tracking information.
- DHT to make contact with any other serves involved with child
- Any jotters passed on via school to be shared with CT
- PPR to be shared with HT before passing on relevant information to SLT and CT
- Initial baseline assessments will be carried out by class teacher. Any additional assessments can be sought from SFL team.
- SFL Team will check in with the class teacher after first week to discuss any additional needs. Initial observation to be carried out.

New Staff

Key Staff Lead: HT and DHT

Organisation and Planning:

- Following interviews call made by SLT to offer position and arrange a tour of the school
- Following relevant paperwork start date is arranged
- School Administrator to ensure necessary ICT logins and access are granted
- HT and Janitor arrange fob and share form for ID badge
- Office ensure Seemis information is completed and staff file is created and ICT agreement is signed.
- HT to share New Staff folder in google drive- staff handbook can be found here

Effective Communication:

- Following tour a meeting is arranged to go through protocols, and access to Google Drive is granted
- Handover information passed from class teacher if a CT position and DHT to follow this up.
- Induction meeting planned for in first week to go through policies, procedure and approaches including child protection training. Reminder given for mandatory ACC Learn training
- Settling in meeting planned after first month with SLT.
- Further training around approaches used in teaching and learning offered.

Induction Programme/Curricular Events:

- School website shared
- Google Team Drive and Seemis CFE levels shared
- Login for Emotion Works, Teejay and Heinemann Active shared
- DHT to meet regularly initially to go through guidelines, teaching approaches.

ELC

- As above for Organisation and Planning and Effective Communication.
- SEYP to be appointed as mentor.
- SEYP mentor will follow National Induction Programme and Procedures.
- SEYP to meet regularly to share guidelines and procedures.
- DHT to meet regularly initially for support.

Transition Out

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Organisation and Planning:

Effective Communication:

Parental Engagement:

Continuity & Progression:

Underpinned by the Principles of Curriculum Design: *Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance*