



Transition from year 2 to year 3

	Implications and impact
We observe the children in English and mathematics lessons.	We are able to see how the children work together and what their current standard of work is. We are also able to observe any vulnerable children, who may need extra support during the transition process. The children also get used to seeing their new teacher and have an opportunity to ask us questions. Therefore, the children feel less nervous and more confident when approaching us.
We have discussions with the current teachers, discussing children's: abilities; SEN information; PP children; and friendship groups.	This ensures when the classes are put together, there is an equal divide in different abilities and friendship groups. We try to keep children with their friends where possible, in order to make the children more excited about their new start. We also ask the current teachers for advice on how to manage children with challenging behaviours.
The SENCO is invited to the infants to any remaining TAC meetings.	The TAC meeting enables the SENCO to have a deeper understanding of vulnerable children. Usually, the parents are also invited so they are able to meet the SENCO and relinquish any concerns. Recommendations are also made to ensure the child has a smooth transition.
Throughout the year, the infants are invited to various events – for example, last year they were invited to our Ancient Egypt play and our talent show.	The children have the chance to see what opportunities they will have when they move up. Also, the children are able to take in their new surroundings, as well as staff members. The children also usually recognise familiar faces of older children, who they used to be at school with.
We have a 'move up day' where the all new children are invited to spend the day with us.	This gives the children a taster of what a day at our school is like. We complete some maths work and writing, which we then use to create a display, for when the children come back in September. Therefore, they already feel like they are part of the school. Also, the children have a tour around the school, which helps get them used to the surroundings. At the end of the day the children take home the class mascot, which stays with them at the infants for the remaining few weeks. Along with the class mascot, is a book that contains photos of school. The children always really enjoy this day; the infants teachers always say how the children ask if they can come back.

<p>Vulnerable children are invited for extra visits.</p>	<p>The vulnerable children become less anxious, as they are more relaxed about their new surroundings and are able to see familiar faces. They also get the chance to see their new teacher again.</p>
<p>We have a 'Fun and Games' after-school club in the summer term, that year 2s and 3s attend.</p>	<p>As this is open to the year 2s and 3s, the year 2s feel more confident as they are able to spend time with children who they were friends with last year. Children from different feeder schools are also able to meet the children from the infants. The children's confidence blooms over the few weeks and parents are always very complimentary about this club.</p>
<p>Along with the infants, we decide on a film to focus on in order to plan a transition topic.</p>	<p>The infants' teachers will plan some activities around the film. They complete a piece of writing, which gets stuck in their new English book. This means when the children come in September, they can see their old piece of work and feel a sense of belonging. During our first week in September we plan a transition week, which is based on the film. This link between the infants and juniors makes the children feel less anxious.</p>
<p>Parents are invited to an open evening.</p>	<p>The parents have the opportunity to meet their child's new teacher and see their classroom. Parents are also able to ask questions and get to find out about how our school runs. After the open evening, parents always say how they feel more confident.</p>
<p>We keep the children's previous English and math's books, along with their SAT papers.</p>	<p>We can see what the children's previous standard of work was like to ensure this continues. It also helps with our pitch within our planning.</p>