



Transition Policy

Approved by Governors May 2025

Curriculum and Standards Committee

To be reviewed at least every four years

Review Date May 2029

Governors print _____

Governors signed _____

Date _____

Principles that Underpin the Policy

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous class / setting.
- Styles of teaching and learning should meet the needs of the children and not pre-conceived
- notions of what is appropriate for the next phase or Key Stage.
- There should be a professional regard for the information from the previous setting or phase.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- Staff allocation should give particular attention to the particular needs of the children.
- Parents/**Carers** should be fully involved during transition points.

Transition from Home to School and Nursery to Reception

Learning Environment, Curriculum and Resources

- Play-based learning will be central to the curriculum in EYFS Nursery and Reception and will build upon what the children already know.
- Practitioners will support and extend children's learning and development based on their interests and needs.
- The EYFS environment will be bright, welcoming and personalised.
- Photographs of the Nursery intake will be taken during the play and stay sessions and their first days in class and displayed in the classroom.
- Parents will know the name of their child's Key Person meeting before their child starts Nursery or Reception and will be invited to a Play and Stay session.
- The classroom environment will be supportive but encourage independence—resources will be labelled with words and pictures and/or in clear boxes and easily accessible, children will be given choices about their learning both indoors and outdoors and they will be involved in planning activities.
- Learning Units will account for different learning styles, interests and the individual learning needs of the children in Nursery and Reception.
- The EYFS team will take on-going assessments into account when planning in order to meet the children's individual needs.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.

Assessment

- Formative Assessment - continuous observational assessments by practitioners throughout EYFS, photographs, video, children's work and information from parents. These assessments will inform or guide everyday planning.
- Summative Assessment - a summary of formative assessment over a long period of time, making statements about children's progress. The EYFSP will be completed for every child at the end of Reception and summarises children's progress towards the Early Learning Goals. The EYFSP results will be shared with the Year 1 teacher.
- WellComm Screening will be completed for all new starters in Nursery and Reception and this information will be used to plan interventions as appropriate. Where necessary, referrals to SALT will be made. This information is also passed on to the next teacher.
- Staff in EYFS will make referrals to health visitors (nursery children) or the school nurse (reception children) following discussion with and upon the advice from the SENCO.

Transition from Reception to Year 1

Learning Environment, Curriculum and Resources

- The learning environment in the Year 1 class will reflect as far as possible as that of EYFS.
- In the second half of the Summer Term before children enter Year 1, they will have opportunities to visit and play in the Year 1 areas, slowly introducing them to their new environment.
- The Year 1 teacher will take photographs of Reception children playing in Year 1 in the Summer Term before they move into Year 1 and display them in September to remind the children of the positive experiences they have already had in that classroom.
- The arrangement of the physical space needs to ensure the continuity of experience between EYFS and Year 1.
- Children should initially be provided with a similar morning routine to that in Reception, making transition easier.
- Children will start to attend praise assembly in Reception during the Autumn Term and will be introduced to more assemblies if this is deemed appropriate for the children. In Year 1, children will attend all assemblies.
- In Year 1, the level of adult and child initiated activities will initially reflect that of EYFS. As the children mature, the level of adult led learning will increase.
- Play based learning will continue in Year 1, following a skills based creative curriculum, which will build upon their learning from EYFS.
- Year 1 staff will provide opportunities for active, independent learning through play based activities.
- Resources in Year 1 will show progression from and provide more challenges from those in EYFS. Access to play-based learning activities such as sand, water, construction, small world and role play will initially be continued within Year 1. All resources will be clearly labelled and accessible.
- Set Play will continue in Year 1 (teachers will have opportunities to observe Set Play in Reception in the Summer Term prior to the children moving into Year 1). The Set Play will be developed in Year 1 to ensure there is a key focus that is represented throughout all activities. This will develop into differentiated groups as the teachers gain further knowledge of the children and the pupils become more confident.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.

Assessment

- The Reception teachers will share the results of the EYFSP results with the Year 1 teachers in the Summer Term before they enter Year 1. Each individual EYFSP and Learning Journey will be discussed as will the individual learning needs of each child.
- Planning, assessment and observation sheet formats used in Year 1 will initially reflect those used in the EYFS as appropriate.
- Photographs, video evidence and children's work will be used to assess children's progress towards the Early Learning Goals, if not yet reached by the end of Reception.
- Staff in EYFS Reception and Year 1 will make referrals to the school nurse team following discussion with and upon the advice from the SENCO.

Transition from Year 1 to Year 2

Learning Environment, Curriculum and Resources

- The shared learning environment in Year 1 will be accessed by pupils in Year 2 as appropriate.
- Creative teaching and learning experiences will be planned to engage and motivate children.
- Children in Key Stage 1 share playtimes and assemblies with each other, teachers and support staff across the key stage.
- In the second half of the Summer Term children in Year 1 will meet the Year 2 Class teacher in their new learning environment.
- Shared games and activities will be provided for children in Key Stage One to play with during some playtimes and the Year 2 teachers will plan to use the outdoor environment for teaching and learning.
- Practical activities and resources will continue to be integral to supporting children's developing learning needs.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.

Assessment

- Teacher assessment results from Year 1 will be shared with the Year 2 teacher and the individual needs of the children will be discussed in the Summer Term.
- Photographs and practical activities will still be used in Year 2 where necessary to assess children's learning and progress.

Transition in Key Stage 2

Learning Environment, Curriculum and Resources

- Towards the end of Summer Term, children in Year 2 will have several playtime sessions in the Key Stage Two playground.
- Classroom displays will be consistent across Key Stage One and Key Stage Two.
- Reward systems will be consistent across the school.
- The behaviour policy is consistent throughout school so children are aware of the behavioural expectations.
- Teachers will ensure that pupils experience a range of learning experiences to suit the individual needs of each child.

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Transferring Assessment information from Key Stage 2 to Key Stage 3

- The transition manager from Key Stage Three visits the children in Year 6 to talk about the school.
- Assessment information about each child will be shared.
- Children will spend two days visiting their new school.
- A meeting with the SENCO from the feeder school is arranged with the Year 6 teacher to transfer information.
- A mission log, which includes three pieces of work is transferred and shared with their new teacher in September.
- Teacher's in Year 6 are responsible for ensuring that there is a "worry box" in Year 6 so children can have the opportunity to share and discuss their concerns with the Year 6 teacher.

Recognising Equal Opportunities and Inclusion

We want to ensure that both children and parents are actively involved in the process and their perceptions about transition are explored and valued.

Home to School

We will:

- Invite parents and children to meet the Early Years Foundation Stage (EYFS) team in the setting at the start of the academic year.
- As required, arrange for EYFS staff to visit children at home at the start of the academic year.
- Give children ownership of their new learning environment by displaying photographs of them in the setting at the start of the academic year.
- Provide parents with an EYFS induction pack and a school prospectus.
- Keep parents informed about their child's progress.
- Recognise the individual needs of each child at transition.

Nursery to Reception

We will:

- Talk to children about the small changes to their routine during circle time sessions and discuss any concerns or questions they may have.
- Ensure children have access to the Reception classroom areas during child-initiated play.
- Ensure that parents are kept informed about their child's progress and meet with parents to discuss the changes that will occur and what they can do to help their child with the transition into Reception.
- Recognise the individual needs of each child at transition.

Reception to Year 1

We will:

- Provide an opportunity for parents to meet and greet the Year 1 teacher and then share play activities with their child in their new learning environment.
- Provide parents with an information booklet regarding the transition from Reception to Year 1.
- Organise times for children in Reception to visit Year 1 during the second half of the Summer term during afternoon sessions.
- Ensure teachers from EYFS fully brief Year 1 teachers regarding the children in their class e.g. sharing Learning Journeys, engaging in discussions about children's individual interests and needs.
- Recognise the individual needs of each child at transition.

Transition in other years

We will:

- Offer an informal 'Meet and Greet' session for parents with their child's new class teacher at the start of the academic year.
- Provide opportunities for parents to meet with their child's teachers to discuss their child's progress and answer any questions they may have about transition.
- Recognise the individual needs of each child at transition.