

## **Grangetown Primary School EYFS Transition Policy**



Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling-in to their new learning environment in preparation for future learning and development.

The main transitions are:

- From home to Little Butterflies, Nursery or Reception
- From Little Butterflies to Nursery
- From Nursery to Reception
- Transition from EYFS to Year 1.

### **Aims**

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

### **Principles that underpin the Policy**

- This policy reflects the principles established within the school's Teaching and Learning policy.
- Approaches to teaching and learning are similar at the point of transition.
- Planning is based upon assessment from the previous class or setting.
- The approach to teaching and learning will meet the needs of the individual children and class
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress
- Transition should be seen as a process rather than event.
- Parents and children should be informed and actively involved within the transition process.

### **Transition from home to Little Butterflies/ Nursery**

Once a place in the Nursery has been confirmed, arrangements for transition are communicated to parents in writing. Families are invited to a 'stay and play' at which they meet the Nursery team, see the setting and receive further information about the setting and the settling-in process. Children starting Nursery for a morning/ afternoon can start their session during the first week of term. We always ask parents if they feel their child will settle well and we can adapt the session based on their response. If they are planning on doing full days we ask for the children to do a morning/ afternoon session for a week before starting full days. We aim to spread the intakes over a few days so that the new children get adequate adult support. In Little Butterflies shorter sessions are given initially so that staff ensure that all children are settled and happy. The session

increases daily depending on how they settle. Home visits are sometimes offered to children when they are really struggling to settle. At this meeting, parents are invited to share information about their child.

All parents are asked to fill out basic contact forms and other information during their stay and play session. Welcome packs are given and shared during this session so that they are prepared for the start of term.

### **Transition from home to Reception**

Some of our children have never attended a childcare setting when they start in Reception. During the last two weeks of the summer term those children are invited to attend 2/3 morning/ afternoon sessions. They will get to meet their new teacher & TA and the children who will be in their class.

### **Transition from Little Butterflies to Nursery**

Many of our children attend our two year old provision (Little Butterflies). Once a place in the nursery has been confirmed, arrangements for transition are communicated to parents in writing. Each child will visit nursery twice with their key worker during their normal session. The nursery teacher/s will also visit Little Butterflies at least once during the last two weeks of term. Children with SEND may also visit more than twice depending on their needs. Families also attend a stay and play session during the last week of term where they meet the nursery team, see the setting and receive further information about the setting and the settling-in process. During their first week all children start on different days so that they get adequate adult support.

### **Transition from Nursery to Reception**

Nursery children are generally confident about the move to Reception, given they share the outdoor space and have daily interactions with the Reception teaching team. In the second half of the summer term the Reception teachers lead some sessions in the nursery, and nursery children spend some time in their new setting. The parents of existing nursery children moving into reception attend the July meeting for new and existing parents. Children who are new to school attend two play sessions held at the end of the summer term. Transition meetings take place at the end of the Summer Term between Nursery and Reception staff at which the child's assessments and important pastoral information is discussed. Children are also asked to bring objects or photos for their 'all about me' bag which will be shared in September. On their first day in September children do a half day and get collected before lunch. They stay for a little longer on the second day and have lunch in the hall. The third day they stay until 2pm. After this they stay for full days.

### **Transition from EYFS to Year 1**

Transition from the Reception to Year 1 is very different as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum. During the Summer Term, Year 1 teachers spend time in the Reception classroom and outside space with the children they will be receiving. During the summer term Reception attend a weekly whole school assembly and then go onto the KS1 yard. Towards the end of the summer term children visit the Year 1 classroom and take part in a weekly activity morning/ afternoon with their current teacher. Reception teachers prepare a pupil progress and attainment summary, which identifies gaps in children's learning and makes recommendations for interventions that are planned to start in September. Time is given for the Reception teacher and Year 1 staff to meet to share the EYFS Profile, Pupil Progress Summary and pastoral information. At the start of the year, key aspects of the learning environment and pedagogy are familiar to the children such as areas of continuous provision both inside the classroom and outdoors.

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