



EYFS Transition Policy

Primary person responsible for updates to this policy: Joanne Lynch

Job title: Head of EYFS

Revie date: July 2024

Next review date: July 2025

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

‘Parents’ refers to parents, guardians and carers.



Contents

1. Intent and Aims.....	2
2. Equal opportunities and Inclusion.....	3
3. Principles that underpin the policy.....	3
4. Implementation.....	3
5. Partnership with parents	5
6. Impact	6
Appendix – Transition Diary.....	7

1.INTENT

The term ‘*transition*’ describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school.

According to the *Birth to 5 Matters* document, “*High quality transitions recognise the importance of feeling “known”. Key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children’s individual learning journeys.*” Some children will take the many transitions they make in their stride, however not all children will navigate these experiences comfortably or happily.

Some examples of transitions a child may typically experience are:

- transition from home to early years provision
- transition from Nursery to Reception
- transition from EYFS to Year 1
- transitions within the home environment as for example change of house, room, new sibling etc.

At Ivy House School we recognise that transitions are opportunities for **professional dialogue**, both within and between settings, as well as with the home. It is our responsibility as early years practitioners to ensure that children feel welcomed, gain a sense of belonging and are helped to settle happily. At points of transition, we believe it is valuable to gather the perspectives of all those who have worked with the child such as other practitioners, speech therapists, health visitors, bilingual teaching assistants and educational psychologists.

We recognise that effective transition is a **process rather than an event** and should be planned as such. Practitioners demonstrate this by enabling children and their families to become as familiar as possible with where children are going and with whom they will be building relationships before any move actually takes place.

The aim of this policy is to ensure that all our children experience a smooth educational and emotional transition from one phase to the next in order for them to make the best all round progress.



2. EQUAL OPPORTUNITIES AND INCLUSION

At Ivy House School the children and parents are actively involved in the transition process and their perceptions and understanding about transition are explored and valued. There are clear guidelines for children with learning difficulties during transition and appropriate assistance will be provided in a variety of ways including:

- a range of learning styles
- using pupils' ideas and motivations as a starting point for learning
- adjusting the conceptual demand of the task as appropriate for the child.

3. PRINCIPLES THAT UNDERPIN THE POLICY

The principles that underpin our transition policy are as follows:

- approaches to teaching and learning should be aligned at the point of transition
- planning should be based upon assessment information from the previous class/group/setting and should meet the needs of the children
- children's emotional welfare, well-being and involvement should be assessed before and after transition
- children should enjoy the transition process
- the transition process should motivate and challenge children
- effective transition takes time and should be viewed as a process rather than an event
- parents and carers need to feel well informed and comfortable with all the transitions in their child's life
- transitions are not overlooked or left to chance, but thought about and planned in advance.

4. IMPLEMENTATION

4.1 Transition from home to nursery

Once a place in the Nursery has been confirmed, arrangements for transition are communicated to parents in writing.

During the term, prior to the child starting, families attend a registration meeting at the school and a 'Stay and Play' session in the Nursery setting. At this meeting, parents are invited to share information about their child.

During the first few weeks at school, parents are invited to spend time settling their children into the new setting.

After the child has settled in, a key adult will be assigned to them. The lead practitioner for each class is also a key adult for each child. The key adult works alongside the team to plan and deliver a personalised plan for the child's care, learning and well-being. They will be responsible for the learning records of the child and will share progress and development with the Nursery lead.



Setting Visits

Practitioners can also visit the setting that the children are currently attending so children meet new adults in a familiar place. During these times practitioners can learn about the child from the current practitioners, in order to be fully aware of and responsive to the needs and concerns of each child and their family. It is important that families' concerns are listened to but are voiced away from the child.

School Visit

Families are invited to a meeting at which they meet the nursery team and receive further information about the setting and the settling-in process. Children get to know their new setting and meet the adults that will become familiar to them.

4.2 Transition from Nursery to Reception

In the second half of the spring term, nursery children will begin the transition process by visiting Reception class once a week. During the summer term, they will also have additional visits. These transition visits ensure all the children become very familiar and comfortable with the Reception classroom and setting. This also means that the Reception teacher is very familiar and knowledgeable with the children's development and interests. If a new teacher is starting in Reception, the Reception teacher will visit the nursery and nursery children on a number of different occasions and spend time getting to know them. Transition meetings take place at the end of the Summer Term between Nursery and Reception staff at which the child's learning pathway, Special Book and important pastoral information is discussed. Parent meetings with the Head and Deputy Head also take place to discuss transition intent.

4.3 Transition from EYFS to Year 1

Transition from the Reception to Year 1 presents a unique challenge 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, Reception children will spend a morning/afternoon in Year 1 and take part in a weekly activity. Towards the end of the summer term, the children visit the Year 1 classroom for a morning/afternoon with their new teacher. The Reception teacher prepares a Pupil Progress 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 EYFS teacher and Year 1 staff to meet to share the EYFS Profile, Pupil Progress Summary and pastoral information. During the first term in Year 1, children experience a gradual transition from the play-based approach to teaching and learning they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions. 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. Depending on the cohort, the teacher may



choose to gradually increase the amount of whole class teaching and independent work, with more whole class lessons delivered alongside opportunities for play-based learning.

4.4 Transition from class to class

All children visit their new classes towards the end of the summer term, spending a morning in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions. Transition meetings are timetabled towards the end of the Summer Term. At these meetings, individual children are discussed to ensure the receiving teacher/practitioner has a good understanding of the learning and pastoral needs of each child. The class information that is discussed at the meeting contains details about the children's summative assessment, any concerns, stages of language acquisition and pastoral and health information.

A Parents Information Morning is planned at the beginning of September for all year groups, to inform parents about the new academic year and its changes.

4.5 Other Types of transitions

Moving home and new siblings

These are normally two events that parents will have advance notice of, and we ask that parents let the school know about these events so we can support the child to be ready for this. We will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role-play, stories and discussions. If applicable, parents may also consider placing their child into nursery for additional sessions during these events to provide them with consistency and time away from the changes occurring.

If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the EYFS lead and/or the key practitioner to enable this support to be put into place.

5. PARTNERSHIP WITH PARENTS

At Ivy House School we keep parents informed with their children's progress and development by:

- Inviting parents into school formally twice a year, once in the autumn term and once in the spring term
- Inviting parents to a curriculum morning
- Termly curriculum newsletters informing parents of any relevant themes and key events
- Information morning for Reception parents outlining the National Curriculum and KS1 expectations
- Phonics and Early Mathematics information meetings
- Weekly Ivy Newsletter
- 'Open door' sessions offered to parents in the first few weeks of starting Nursery and Reception.



- A digital platform to share children’s significant learning both at school and at home
- Weekend books to share activities/experiences from home.

6. IMPACT

We review the effectiveness of our transition arrangements by monitoring the progress of the children and seeking feedback from all relevant parties.



APPENDIX

Transition Diary

September

- Settle in new children and establish rules and routines
- Create 'First Day In....' for all children
- Get to know the children and make any relevant observations
- Parent Information Mornings
- Create and distribute termly Curriculum Newsletters
- Obtain all parents email addresses for *Arc Pathway* observations
- Monitor children's well-being levels

October

- Make baseline assessments and set priorities
- Complete Learning Pathways and Birth 2 Five Report
- Complete BASE assessment (Reception) when children are settled and happy
- Reception staff visit Nursery; Year 1 staff to visit Reception
- Complete SEND provision maps

November

- Arrange a 'share swap' between Nursery, Reception and Year 1 staff
- First of two teacher/parent consultation.

December

- Complete autumn Learning Pathways and Birth 2 Five reports and adjust provision accordingly
- Autumn Report to be sent to parents alongside autumn Learning Pathway
- Complete SEND provision map

January

- Ensure one staff meeting for EYFS training to other year groups
- Create and distribute Spring Curriculum Newsletters
- Settle any new children into Nursery and monitor well-being levels

February

- Complete Learning Pathway and Birth 2 Five reports on new starters
- Arrange moderation and progress meetings to discuss children's learning pathways and highlight early intervention for children who may need additional support
- Internal progress meeting with Deputy Head



March

- Parent consultation meeting
- Spring report sent to parents
- Complete spring assessments and adjust provision accordingly
- Complete SEND provision map
- Begin transition process for Nursery children transitioning to HIS Reception class

April

- Complete and distribute Summer Curriculum Newsletters

May

- Arrange a 'share swap' between Nursery, Reception and Year 1 staff

June

- Invite Reception parents in for curriculum information morning for Year 1 about transition and expectations
- Arrange any setting visits for all confirmed children transitioning to Reception class

July

- Invite confirmed nursery children for Stay and Play session along with parent's information morning to meet peers and all EYFS staff
- Invite confirmed Reception children for Stay and Play session with parent's information morning to meet peers and all EYFS staff
- Complete EoY assessments – EYFSP and BASE assessments for Reception children
- Moderation meetings with Local Authority
- Complete End of Year Reports and Learning Profiles