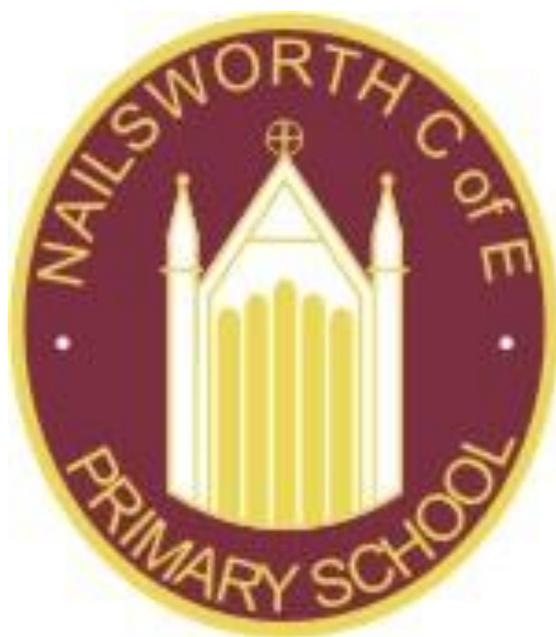


Policy Statement for

Early Years Transition



Policies to refer and cross-reference:
EYFS, Equalities, Special Educational Needs and Disabilities (SEND)

Change History	Summary of Key Changes
April 2019	Policy produced
June 2020	Policy reviewed by EYFS lead and governors

Early Years Transition Policy 2020

At Nailsworth Primary School we endeavour to ensure a smooth transition for pupils between pre-school, child-minder or home our Reception class. We also ensure children make a smooth transition between EYFS and Key Stage 1. Children and their parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children are vulnerable at stages of transition so we implement a range of strategies and activities to ensure it is smooth and happy.

Aims

- To provide a smooth transfer from home, pre-school or child-minder to Reception class for both pupils and their parents/carers
- To ensure that the children's emotional well-being is a priority
- To ensure good communication between staff, parents and pupils
- To raise the parents/carers awareness of school routines and how to support their child at school
- To provide a smooth and positive transition between Reception class and Key Stage 1 and to ensure that the EYFS assessment information is effectively communicated

Transition into Reception Class

The following strategies are embedded in order to ease transition:

- Shared play-area with onsite nursery to assist the children to become familiar with the reception class staff
- Phoenix Playmates familiarise children with the same reading/phonics strategies used in Reception Class, at an appropriate level
- Opportunity for Phoenix Playmates pupils to join regular phonics sessions with reception class, as appropriate
- Termly meetings between nursery manager and Reception class staff to ensure consistency where children's needs/abilities are discussed
- There is an opportunity, where appropriate, for children from Phoenix Playmates to experience phonics lessons in the reception class setting
- During the summer term, pre-school children are familiarised with their new surroundings as staff bring children into Reception class to read a story
- Drop-in sessions are then organised for pre-school children to join Reception Class pupils for free-flow play
- In the summer term, Reception Class staff invite pre-school children in for regular sessions of maths/literacy.
- Pre-school children are invited to whole school worship when the Reception Class children are celebrating their work
- Children's artwork from end of drop-in/change over times is displayed in reception class ready for the start of school in September
- Invitations for pre-school children to attend activities/visits from Spring term onwards
- Two stay and play sessions are arranged in term 5/6, when prospective parents are invited to bring their children into the Reception classroom to play with them, and chat with the staff

Owner:	Standards Committee	Delegated To	Dep. Head
Review Frequency	Annual	Updated	April 2020
		Date Ratified by Governing Body	
Version	2.0	Next Review	Summer 2021
Review Author	JJ	Published on Website	Yes

- Weekly story time with head teacher during term 6
- Two taster sessions for new pupils are held towards the end of the summer term where the pre-school children will meet and have fun with their new teachers
- Welcome evening for new Reception class parents to meet staff and gain information about EYFS
- Welcome letter to be sent to children to explain how Reception will be different from pre-school/child-minder/home

In July the manager of Phoenix and the EYFS lead and teacher meet to share data/information regarding each child to inform planning for the following year. Teacher then has discussions with key workers from Phoenix.

The school liaises with other local pre-schools. Nailsworth Reception staff visit other pre-schools in order to familiarise the children with the school. Children's needs and levels of development are discussed. All children will be invited to attend many of the activities detailed above.

Home visits are offered at the beginning of the reception year. The class teacher and teaching-assistant will be able to observe children in their familiar home environment and chat with parents about the coming year.

All early years teaching is underpinned by the 'Characteristics of Effective Learning'. This government guide informs the planning and teaching of Early Years at Nailsworth and is also used to assist the transition into year 1.

Characteristics of Effective Learning	
Playing and exploring – engagement	
<ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	
Active learning – motivation	
<ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do 	
Creating and thinking critically – thinking	
<ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	

Reception to Year 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition. There are a number of ways to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

The following strategies are imbedded in order to ease transition:

- Weekly story time with KS1 in year 1 classroom throughout the year prior to children starting Year 1

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Review Frequency	Annual	Updated	April 2020
		Date Ratified by Governing Body	July 2020
Version	2.0	Next Review	Summer 2021
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- Joint topic work where appropriate with KS1 throughout the year prior to children starting Year 1
- Circle time discussions about moving to Year 1
- Story times/ activities with the Year 1 teacher and support staff in the summer term
- Two whole school transition days in summer term
- A welcome letter to children to explain how Year 1 will be different from Reception Year
- Opportunity for parents to come in and discuss transition with the EYFS lead/teacher and Year 1 teachers and teaching staff
- Ensuring that in Year 1 there is an appropriate balance of adult led activities and child initiated activities, to support children's learning needs in Year 1
- Ensuring that there is a role play area in Year 1 and accessible out door area
- Stay and play sessions are arranged in term 5/6, when prospective parents are invited to bring their children in to the Reception classroom to play with them, and chat with the staff

To support transition through planning, the year 1 teacher will plan from the National Curriculum and the EYFS curriculum for those that have not yet achieved their Early Learning Goals.

Opportunities for structured play/play based enquiries will facilitate this. This may involve sharing inside/outside resources with the Reception class,

In July, the EYFS lead/teacher will share pupil data/information in detail with the Year 1 teacher. Each child will be discussed regarding whether or not they have achieved a Good Level of Development i.e. reached all of their Early Learning Goals.

Assessment in Reception Class will have led to some pupils being identified as having SEND. The Reception Class teacher will have devised appropriate provision and intervention to support/accelerate the child's learning and this will have been recorded on a My Plan. The needs of these pupils will have been discussed with the SLT and SENCO during Pupil Progress Meetings. The summer term Pupil Progress Meeting will allow this information to be shared and new learning targets to be set to ensure continuity between Reception and Year 1.

Equal opportunities and inclusion

See separate policy

Implementing, monitoring and reviewing of this policy

This policy will be reviewed annually. Last reviewed April 2020 by CT-S

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