

Early Years Transition policy



WHARTON CHURCH OF ENGLAND PRIMARY SCHOOL

Approved by:
Governing body

Date: Nov 23

Next review due by: November 2024

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 into their new learning environment in preparation for future learning and development.

Pupils at Wharton Church of England Primary School may make several transitions as they move through the school including:

- Transition from their nursery to Reception;
- Transition from EYFS to Year 1;
- Transition from one year group to another;
- Transition from Year 6 to secondary school.

Each of these transitions is unique with its own challenges and expectations.

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/nursery setting 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.

Transition from Nursery to Reception

In the summer term, the Reception staff will contact the nurseries that the children attend to gain information about the children and where possible, to arrange to visit the children in their nursery setting. Meetings with the settings and the School's SENDCO, Early Years Lead and Family Support/Safeguarding and Welfare Officer will take place to ensure the smooth transition into Reception.

New parents are invited to a 'New to Reception' meeting in the Summer Term to meet the Reception staff and be given important information regarding their child's transition to Reception. This meeting includes key information about the Reception day and the settling in process.

Parents will be given/sent an 'All about Me' and New Starter information pack prior to starting school, and we asked that this is returned before the end of the school summer term.

Most children settle quickly due to our smooth transition and by the second week in Reception most children are attending all day very confidently. Those children who are not quite ready are offered a "soft start" and this is agreed with the parents to how this will look.

Children are invited to two settling in sessions in the Summer Term before starting school full time in the September. This allows them time to explore their new environment and begin to form relationships with the Early Years Staff.

Train up a Child in the Way they should go, and when they are old, they will not depart from it.

Proverbs 22 v 6

Transition Reception to Year One

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. Reception children are encouraged to visit Year 1 to share good work throughout the year and begin to build strong positive relationships with the Year 1 team from the start.

Reception children begin to go into assemblies in the summer term and the Reception team talk positively to the children about their move into Year 1. Towards the end of the summer term

Reception children visit the Year 1 classrooms and take part in an activity morning with their new teacher.

Teaching and learning within the summer term in Reception will include a higher proportion of written focused group tasks at tables ensuring the children have some level of independence when entering Year 1. Learning in Year 1 will begin with a carousel of adult led and independent table-top activities focusing on the learning objective of that lesson. These activities will provide the children with hands on learning to support the children with their transition to Key Stage One, to support positive behaviour for learning and to increase independence and further skills needed to successfully access the Year 1 curriculum.

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