



Early Years Transition Policy

Introduction

Sherard Primary School is committed to ensuring that children are as prepared as possible for entering each stage of their learning and that we fit the curriculum to the needs of each individual child. We have developed this policy so that children have a smooth transition into each stage and to make expectations of transition clear for school staff and parents/carers. At Sherard Primary School the Early Years Foundation Stage provides the firm foundations upon which all subsequent learning is built. Therefore, transition between each stage needs to be as carefully planned as possible, considering the needs of each individual child. If children require a more in-depth transition then the pre-school, the foundation leader and the SENCO will work closely with parents/carers to ensure this is in place at each stage of transition.

Transition from home to Pre- School

Children can start their education at Sherard Pre School when they reach their second birthday, spaces permitting. During the induction period the Pre-school will ensure that:

- All parents will have a comprehensive look around the Pre School prior to their child starting
- Parents will be asked to complete a detailed child's entry record in consultation with a key staff member
- Attention is given to parent's anxieties where feedback is gathered via questionnaire format as well as verbal communication
- Settling in sessions are offered to parents to support the transition from home to Pre-school and provide the foundations to form attachments to the child's key person as well as becoming accustomed to the Pre School environment and routine

- Special consideration is given to children where it has been acknowledged that times and routine may impinge on settling in
- During busy periods staggered intake of children ensures their key person can spend time with them developing routines, settling in etc.
- A six-week review is carried out with all new parents to see how they feel their child is settling into Pre-school and their new routine
- An informative up to date interactive website allows parents to gather insight the daily routines policies and procedures of the Pre school
- A descriptive prospectus allows parents to have an overall view of the Pre school

Transition from Pre-school to Reception Policy

Children enter the Reception class at the start of the academic year in which they will turn five. At Sherard we understand the importance of good, smooth, meaningful transitions.

We do this by

- Starting our transition policy, the year before the children are due to start school by collaborating closely with our Pre School.
- inviting all parents to an induction meeting during the term before their child starts school
- Offering home visits to all parents before their child starts school
- Encouraging all Pre- schools to visit with their children due to start our school.
- The class teacher visiting all Pre-schools to see the children due to start school and to discuss their strengths and weaknesses with their key workers
- Collating all progress summaries from pre schools
- In the Summer Term a welcome book and teddy are left at the Pre-schools as part of the transition process
- Giving the children the opportunity to spend time with their teacher before starting school during 'Come and Join in' afternoons and Transfer mornings

- Children start school on a part time basis for the first few weeks and staff stay with the children during lunch time.
- Sherard Pre School staff will spend time in the Reception classes during the first few weeks of term

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the Reception teachers acts as 'Key Person' to all children in the class, supported by the Nursery Nurse or Teaching Assistant. At Sherard we aim to ensure continuity and coherence by sharing information.

We have good links with both Sherard Pre-school and other Pre school settings in Melton. Regular visits are undertaken by the EYFS teachers. The EYFS teachers meet with staff to discuss new intake children and attend EYFS training courses together. Staff and children from preschools are regularly invited to school events (Share days, Christmas productions etc.)

Transition from Reception to Year 1 Policy

The Y1 curriculum builds on and extends the experiences children have had during the Early Years Foundation Stage (EYFS) where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.

Aims of the policy

- To support teachers to be clear about the transition and the key tasks that need to be conducted to ensure a smooth transition.
- To ensure that the communication is clear between the phases within the school to enhance a smooth transition for the children

Teachers will conduct the following during the Summer Term:

- Key Stage 1 teachers visit the Reception classes to observe the children in their Foundation Stage environment, including observing Maths and English lessons and continuous provision opportunities
- Reception and Key Stage 1 classes will use the same symbols and pictures for specific lessons and activities, enabling all the children to access and understand the visual timetable. Most children feel a greater sense of security when they know the routine of the day, which is of importance for children with SEN.
- Reception children are integrated into the main playground during lunchtimes and playtimes, to enable them to become familiar with the new surroundings and staff.
- Planned, regular visits to the Key Stage 1 classrooms take place, which support children in becoming familiar with the imminent change in environment, staff and routines.
- Opportunities are given for Reception staff to share and analyse the Early Learning Goals (ELGs) and general information with the Year 1 teachers so that plans can be made for those children who need greater support on entry to Year 1. This provides the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stage of development on entry to KS1
- EYFS teachers will provide Year 1 teachers with information on how secure children are within the ELGs.
- Reception and KS1 staff will lead a transition meeting for parents/ carers to share information on parents/ carers can support and prepare their child at home.
- Parents are encouraged to look at the KS1 pages on the school website in order to get an idea of the types of activities their children can expect to do in Year 1.
- Key Stage 1 teachers meet with EYFS teachers to plan according to the children's needs and interests to ensure continuity and progression from Reception to Year 1 and beyond.
- There will continue to be opportunities for active child-initiated independent learning through planned play and the amount of time

that children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners.

At the end of Reception (Summer Term), information will be passed onto the Year 1 teacher which will include:

- Personal, social and emotional levels
- knowledge of phonics and letters
- reading ability
- number work ability
- All tracking information for the ELG
- Access to Tapestry Learning

Teachers will conduct the following during the AUTUMN TERM of Year 1:

- Reception teachers will spend time in the year 1 classes during the first few weeks of term
- Teachers will use the Development Matters document to build upon pupils' learning and ensure the EYFS curriculum is provided for those who have not reached a 'good level of development'.
- The year 1 classes will run in a similar
- During the core lesson (Literacy/ Maths) opportunities will be provided to make the tasks kinaesthetic (hands-on).
- Afternoon lessons will be dedicated to play-based learning with an element of choice.

The Coordinator responsible for the Early Years Foundation Stage is Mrs Tina Middleton

Date last reviewed: September 2021