



EARLY YEARS FOUNDATION STAGE TRANSITION POLICY

Formally adopted by the
Governing Body of Sheringham Community Primary & Nursery School

On	16 th July 2021
Chair of Governors	
Head Teacher	
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Be all that you can be...



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1. Policy Statement:

At Sheringham Community Primary School and Nursery, we recognise that times of transition can be unsettling for both children and their families and aim to offer a structured and supportive approach whereby children feel excited and motivated to meet the new challenges of our settings and parents feel valued, informed and supported.

We recognise that transitions can be as small as moving from one room or activity to another, or as large as moving from one setting to another. We believe that gaining a detailed picture of children as individuals will enable us to plan these transitions so as to make them as smooth and positive as possible.

We understand that the role of parents as partners is key, particularly within the Foundation Stage, where the sharing of information can make the transition process more effective and enable children to get the most from their Foundation Stage experiences.

We understand that some children and families will need further support at times of transition and we will endeavour to offer this.

2. Management of transition:

Our named transition co-ordinators are Miss S Macdonald for Nursery and Mrs Keogh for the main school.

All foundation stage staff work closely together to ensure that transition between settings is appropriate and that all children's needs are met.

2.1. Transition from home to Nursery

Enquiries:

Parents are warmly welcomed to look around the nursery setting at any time and may stay with their child to join in with some of the day's activities.

Open days:

In June and December and March, open days are organised whereby children and their parents can visit the Nursery. During these open days, the Nursery is closed to other children. Parents are given a copy of the Nursery brochure and information regarding starting dates, uniform, term dates, etc. Parents are introduced to the Nursery staff team and activities are set up in all areas of the indoor and outdoor areas for families to explore together. Parents are given the opportunity to book a home visit prior to their child starting at Nursery. In July, the children have two opportunities to visit the Nursery before they start in September.

Home visits:

The Nursery teacher and a teaching assistant will visit the family in their home to give families a chance to ask questions and to talk about their child. We will bring a selection of toys and look forward to seeing what the children enjoy playing with at home. Parents will have the opportunity to tell us about their child's development and interests so we can get to know their child. Children are given an 'All About Me booklet' to complete and bring along when they start nursery.

Initial transition:

Parents are welcome to stay as long as they wish in order to help their child to settle. Staff will discuss and advise families as to strategies which may be appropriate to support children in the separating process. If parents leave their child and are concerned, they will always be telephoned and reassured during the session. The Nursery teacher and Nursery staff will discuss any settling issues, provide reassurance and answer parent's questions at the beginning or end of the nursery session.

Transition experiences during the year:

Throughout the year, Nursery children are given the opportunity to join with the rest of the Foundation Stage for special visitors etc. In the same way, they will be invited to take part in whole school activities as appropriate, such as Harvest Festival and Lifeboat Day.

As Nursery and Reception share the outdoor space on a daily basis they are very familiar with the Reception Staff by the time they move into school.

End of Nursery Year:

Parents are given a Record of Transfer which gives a brief overview of their child's Characteristics of Effective Learning. This record is also shared, with parent's permission, with any other setting, including school.

2.2. Transition from Pre-school to School

Within settings:

All feeder settings are given photographs of the Reception staff and the school setting to display so that families can talk together about the forthcoming transition.

Reception staff will visit the settings to meet children and their families and to play alongside the children so that they meet them in a familiar environment.

Open evening:

In June, there is an open evening for families of children starting school in September. Children are invited to play in the Nursery crèche while parents are given a talk about what to expect in the Foundation Stage. They are also given a welcome pack containing a school brochure and all other relevant information. Parents are given the opportunity to meet

their child's new teacher, the Head Teacher, and to book a home visit. They are also invited to look at the school and to visit their child's new classroom.

Visits to School:

A comprehensive program of visits takes place in the summer term, whereby feeder settings, along with their key workers will visit school for either a morning or afternoon session and will join in with Reception activities with the current Reception children. A further two or three visits are made as a whole class, where parents will bring and collect their child from their new classroom. Further visits are available on request and will be offered if transition difficulties are anticipated.

Craft afternoon:

Families are invited to come to school to take part in a number of activities organised by the feeder settings and school Foundation stage staff. This gives children another chance to see the setting, the staff and to be supported by their current key person.

Use of key persons:

In May, all feeder settings are invited to meet with Reception staff to discuss individual children and their needs. This helps to build up a picture of the group and allows Reception staff to make provision for any children or families who may need further support during the transition process.

Home visits:

Reception staff will visit families in their homes in the same way the nursery staff do, prior to children starting at nursery. Families are given an opportunity to ask questions, talk about their child and to play with the Reception toys in their own home. Parents will be asked to sign the necessary consent forms on this visit.

2.3. Transition from Reception to Year 1.

Summer term:

Children are given a number of opportunities to meet and get to know the Year 1 teachers. Parents are informed early on in the second half of the summer term as to whom their child's year one teacher will be and photographs of the staff are displayed. The Year one teachers visit the Reception classes and visa versa and parents are invited to a transition Learning Café to give them the opportunity to meet their child's new teacher.

Welcome for parents:

Prior to starting in Year 1, families are given a welcome pack which explains the routines and curriculum. Parents are welcomed to look around the year one classes and to meet the teachers by appointment. In

September there is a welcome meeting for the parents to introduce them to Year 1 and the curriculum.

Within settings:

Reception staff will meet with the Year one staff in May to discuss individual children and their needs. Copies of children's end of year reports will be passed on, along with any other relevant information.