



## EARLY YEARS FOUNDATION STAGE TRANSITION POLICY

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

On	13 <sup>th</sup> July 2023
Chair of Governors	<i>Steward</i>
Head Teacher	<i>Clarke</i>
Last updated	13 <sup>th</sup> July 2023
Review	13 <sup>th</sup> July 2025

*Be all that you can be...*



## Contents

1. Policy Statement:.....	3
2. Management of transition: .....	3
2.1. Transition from home to Nursery .....	3
2.2. Transition from Pre-school to School.....	4
2.3. Transition from Reception to Year 1 .....	5

## 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 1-1 Nursery visit prior to their child starting. In July, the children have two opportunities to visit the Nursery before they start in September.

#### 1-1 Nursery visits:

The child and their parent/s will visit the Nursery staff in the Nursery on a one-one basis to give families a chance to ask questions and to talk about their child. The children will have the opportunity to play with one of the Nursery assistants whilst the 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 regular basis they are very familiar with the Reception Staff by the time they move into school.

#### End of Nursery Year:

Parents are given a report which gives a brief overview of their child's development whilst they have been at Nursery. 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 1-1 school visit. They are also invited to look at the school and to visit their child's new classroom.

#### Visits to School:

There are a number of opportunities for the children to visit school before they start in September. The children and their parents are invited to a stay and play session after school. This is a chance for the children to come and play at school whilst their parents are there and can chat to the teachers and Reception staff.

There is also the chance for the children to spend three afternoons in school, along with the rest of the children in their class. Parents drop their children off and collect them at the end of the school day.

#### 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.

#### 1-1 school visits:

Reception staff book a one to one school visit for all families before the children start in September. The children come along with their parents and get a chance to play in the classroom with one of the classroom TAs. This will give families an opportunity to ask any questions they may have and to talk about their child. 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 added to Tapestry. 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. The Year 1 staff also put weekly posts onto Tapestry where they read stories or make videos and ask the children to complete an activity at home to help them get to know them.

#### Welcome for parents:

Prior to starting in Year 1, families are given a welcome pack which explains the routines and curriculum. 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.