



Nursery to Parsons Green Prep Reception and Reception to Year 1 Transition Policy Whole school and EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: July 2024

Date of next review: July 2025

Transition concerns the changes a child encounters from one place to another, e.g. from home to school, changing from one classroom to another within the school, attending more than one setting (or childminder) and moving from and to another school. Often these transitions involve a process of change that requires the child to adapt his/her thoughts, feelings and behaviour to meet new expectations.

At Parsons Green Prep we aim to work in partnership with parents/carers, practitioners from other settings and/or childminders and school staff to share information about the child and what support he/she may need. We offer support and understanding throughout the period of adjustment required by children and parents/carers as they adapt to change.

We want to ensure a smooth and happy transition into the school and make the process of settling children a pleasant and exciting experience not only for the children but for the parents/carers too.

Arrangements prior to starting

- We ask other settings/childminders to complete a transition report for children joining our Reception classes and they provide learning profiles on each child.
- Parents are encouraged to complete the Pupil Profile form so that the teachers can get an insight into the child's interests, likes and dislikes.
- We also arrange welcome events at the school, which aim to help children become more familiar with the school environment and teachers. These include:
 - Two 'stay and play' sessions (1 hour each) where children and adults get the opportunity to meet their new friends in the summer prior to their September start.
 - EYFS Information Presentation for parents joining with children in September.
 - Meet the Teacher event at the start of the academic year.
 - Phonics Presentation Evening in September to provide advice on how to support their children with reading and writing.
 - Curriculum and Assessment Presentation in September to provide an understanding of the school's approach.



Information for parents

- A starter information pack is sent to parents prior to their child starting school including important policies and procedures.
- A welcome letter is being sent home including the name of the child's class teacher/key person.
- A Curriculum Afternoon/Evening is held at the beginning of the Autumn term, where the teachers talk about the importance of the partnership between home and school and inform parents of the curriculum. Timetables and the curriculum overview are handed out this time.
- Parents receive a book bag email every Friday with updates and important information and dates for the diary.
- The teachers are available to talk to parents before and after school if they have any questions or concerns.

Settling-in period

- The settling-in procedures are flexible and dependent on each individual child.
- Parents can decide if their child stays a full or half-day for the first three weeks. After this, parents can decide if their child stays a full or half day on a Friday only for the rest of the first half of term. After that it is a full week.
- If needed, a transitional object, for example a bear or a special toy, may be brought to school until the child feels more confident.
- We do advise parents to make the goodbyes as short as possible as the children seem to settle far more easily this way.
- The teachers are available every day after school to talk with the parents if they need any help or advice.

Children who start school late

- It is important to consider the transition practices for those children who start at a different time during the year.
- The teachers offer the same procedures as for other children starting at the beginning of the school year.
- We aim to be flexible and make plans according to the child's needs.

Transition from Reception to another setting and/or childminder during the week

- We obtain permission from the parent/carer to make contact with the other setting/childminder.
- We contact them and share relevant information.
- A message book that both settings/childminder can contribute to including observations and comments is sent on a daily basis.
- Sharing behaviour strategies and planning ideas.
- The practitioner from the other setting and/or childminder is welcome to visit the school and we will arrange a visit if necessary.



- Sharing information about the child's learning development via email, phone or face-to-face meetings.

Transition from the Early Years to Year 1

We believe that best Early Years practice views learning as a continuum. Our task is to connect the Early Years Foundation Stage Curriculum and the National Curriculum in the Summer term and into the Autumn term of Year 1. This will ensure that the curriculum in Years 1 and 2 reflects our understanding of children as learners – it fits the curriculum to the child and does not try to fit the child to the curriculum. This is the only time we actively review and mix the classes. This is to ensure that we have the gender, age and academic balance equal across the classes as they enter into the next phase of their education.

- The Year 1 teachers observe the Reception teaching area at different points during the year to increase their own understanding of the curriculum the children are accustomed to.
- Children are able to get to know the Year 1 class teacher and specialist teachers throughout their time at school during assemblies, lunch and playtimes.
- The Reception class teachers will pass on a copy of the children's Profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- The Year 1 teachers have access to the e-profile and assessment data.

Transition for children with SEND

- In addition, children with identified learning needs may need extra support to achieve a positive transition.
- The class teacher/key person, SENDCo, parents and other professionals in contact with the child will be included in the transition pathway.
- Transitional visits with the child and class teacher/key worker and SENDCo to the child's new setting will be arranged. More than one visit may be necessary.
- The class teacher/key worker/SENDCo will arrange a pre-visit to the previous setting to support their understanding of the child's experiences so far.
- Individual Educational Plans and necessary information/reports will be sent on to the new setting and discussed with the new setting's SENDCo and class teacher/key worker.

Transition at all stages

Continuity for children and their families is crucial in making successful transitions. We believe that investing time in planning for continuity will result in secure, happy children and relaxed and interested parents, as well as staff that feel confident that they are able to cope with the social, emotional and educational needs of the children in their care.

An element of predictability in daily routines provides security for children and gives them a feeling of self-confidence in knowing what will happen next. Consistency in staff attitudes is essential if children, and



parents, are not to be confused about what is expected or acceptable. This is particularly important in terms of acceptable behaviour, how it will be encouraged and how inappropriate behaviour will be addressed.

Monitoring and review

The Head, Head of Pre-Prep are responsible for monitoring settling-in procedures and transition into and beyond the Early Years Foundation Stage. The whole staff team will review the Transition Policy at least annually, or when specific issues arise.

We are always happy to talk with parents if they need help or advice throughout their time with us.

We feel that being consistent with the child is essential.

By working together, we hope to create an exciting and positive learning experience for your child.