

The Chelsea Nursery (EYFS) Transition Policy

Introduction

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next.

Rationale

At The Chelsea Nursery we recognise the importance of creating a whole school approach to transition, about which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. The policy also facilitates how we meet the legal and regulatory requirements of Education Acts, as well as National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

Equal Opportunities and Inclusion

At Forfar Education, we are committed to providing equal opportunities for all children, ensuring that every child, regardless of background, abilities, or needs, can transition smoothly into Key Stage 1 (KS1). In line with the Equality Act, we make necessary accommodations to support children with protected characteristics and special educational needs and disabilities (SEND), and we tailor our approach to meet their individual pastoral needs. This may include providing additional learning support, adapting teaching methods, or offering specialised resources to ensure that all children feel included and are able to thrive. Our staff work closely with parents, carers, and external professionals to create personalised transition plans, where necessary, to ensure that each child's transition to KS1 is smooth, supportive, and accessible, allowing them to succeed academically and socially within the broader school community.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition
- Planning should be based upon assessment information from the previous class/group/setting
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
- There should be a professional regard for the information from the previous setting/phase
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process
- The transition should motivate and challenge children
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.
- Transitions are not overlooked or left to chance but thought about and planned in advance.

Initial preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into the school's self-evaluation process.

- Year One teachers to spend some designated time in Reception each term, observing children in their familiar environment and observing practice.
- Time is planned for termly meetings between Reception and Year One for teachers to discuss on going assessment.
- Reception, Year One teachers and the Assessment Coordinator agree together what needs to be handed on at the end of the year.
- Reception children visit Year One a minimum of once per term.
- At least one joint project is planned between Reception and Year One each year.
- Arrangements are made for passing on information to parents about the transition to Year One.
- Reception parents are invited to meet the Year One teacher/support staff

(where practicable) and explore the Year One environment.

- Reception teachers are given designated time to observe teaching practice in Year One at least once a term.

Building on what children know and understand

Through the transition process, Reception teachers highlight those children who have not yet met the Early Learning Goals or who may need a modified curriculum. Reception and Year One teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year One and appropriate areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.

Partnership with parents

At The Chelsea Nursery & Reception Class at Cameron Vale School, we encourage parents to be involved in the transition process by:

- Inviting parents into school 3 times a year to discuss the progress of their child.
- Inviting parents to curriculum evenings
- Parents are given clear information about what to expect in Year One.
- Parents are given the opportunity to meet the Year One staff before September
- Parents are invited to experience the Year One environment, classroom layout and resources before September
- Parents are invited to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year One.
- Brief end of the day 'open door' sessions are offered to parents in the first few weeks of Year One to address any issues regarding their child settling into Year One.

Continuing Professional Development

Both Reception and Year One teachers understand the learning and development requirements of the Early Years Statutory Framework and how the Early Learning Goals link to the National Curriculum. Reception teachers are confident in making assessments through ongoing observation of children and know how to identify next steps in learning through analysing summative data at regular points in the year. Reception and Year 1 teachers plan collaboratively to check for continuity and progression in core curriculum areas.



Further Reference

- Seamless Transition: Supporting continuity in young people's learning, Ref DFES – 0267 – 2006
- Every Parent Matters, Ref LKAW/2007
- Progress Matters – Reviewing and enhancing children's development, Ref. 00217 – 2009BKT-EN
- The Impact of Parental Involvement on Children's Education, Ref DCSF – 00924 – 2008

Policy Owner: Group Head of Early Years

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