



# Greatstone Primary School

## Transition Policy

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| Author(s):                     | Kate Bovingdon                                                                                                                                                                                                     |
| Date:                          | December 2025                                                                                                                                                                                                      |
| Review Frequency:              | Every two years                                                                                                                                                                                                    |
| Review Date:                   | December 2027                                                                                                                                                                                                      |
| References:                    | Statutory Framework for the EYFS (September 2024)<br>NHS England Guidance                                                                                                                                          |
| To be read in conjunction with | Behaviour for Learning Policy<br>Equal Opportunities Policy<br>Foundation Stage Policy<br>Inclusion Policy<br>Keeping Children Safe in Education<br>Special Educational Needs Policy<br>Teaching & Learning Policy |
| Key contact personnel          | Designated Safeguarding Leads: Mrs Kay (Head of School), Mrs F Roberts (Deputy Headteacher) Hannah Ferris (Lead DSL), Kate Bovingdon (DSL and Early Years Lead/SENCo and named Governor with lead responsibility). |

## **Transition Policy**

### **Statement of Intent**

At Greatstone School and Nursery, we recognise that the key transition points, entering new situations across the school and starting a new school can be stressful and disruptive for a child. It is our intention to make this experience positive for every child and to ensure that all children, regardless of their background, abilities, or needs, receive equal opportunities and a positive transition experience. Whilst many children move from our nursery, directly into reception, which are both part of our Early Learning Zone, this is still a big step and there are those who come from separate or no other setting who need the same time and consideration as those children already familiar to us.

### **Aims:**

We want our children to experience a smooth educational and emotional transition from one phase to the next. We ensure that the pace, variety and quality of learning and social experiences are consistent through potentially unsettling transition periods so that children can continue to make good all-round progress and have a clear understanding of the new expectations.

### **Inclusion:**

We provide equality of opportunity and inclusion by:

- Embracing diversity and fostering awareness of different cultures and socioeconomic backgrounds;
- Providing individualised planning and collaborative support for children with SEND and English as an additional language;
- Providing children with opportunities to share their thoughts regarding transition throughout the school year;
- Ensuring continuity of learning styles between year groups in order to engage all learners;
- Ensuring continuity and progression of our Early Years curriculum across each academic year group;
- Ensuring that expectations for behaviours for learning are consistent across the Early Learning Zone;
- Ensuring that the Learning Values and Articles of the Rights of the child are applied consistently across the Early Learning Zone;
- Ensuring that all pupil records are passed on and discussed with the new year group teacher or Key Person through regular pupil progress meetings;
- Use summer pupil progress meetings to discuss and agree attainment and progress levels for each child.

### **Staff responsibilities:**

- Follow the school Teaching and Learning policy, Behaviour policy and all curriculum policies to ensure consistency of approach across the school
- Participate in pupil progress meetings throughout the year and at the end of the summer term to ensure that all pupil data is ready for a smooth start to the autumn term

- Meet together, at the end of the summer term, for a handover meeting to share information about each child and to discuss areas for development highlighting children's targets and using learning plans where relevant
- SEND and support staff feedback on progress and development of target pupils.
- Ensure, wherever possible, that there is a targeted use of support staff to aid the transition process, and maintain academic progress

### **Settling into Nursery:**

The following steps are taken to ensure that both the child and parents are confident, informed, and happy and relaxed about the school:

- Nursery visits are offered to any parent considering sending their child to Greatstone School and Nursery
- Two-Year Progress Check has been shared
- Early Year Foundation Stage (EYFS) Open Days offer parents an insight into school life
- School Welcome Packs are given to all parents
- Parents of prospective children are invited to a welcome meeting, prior to starting, to become familiar with the school and settling in procedures
- Prospective children visit the nursery with their parents/carers, before they start, to become familiar with their new setting
- Stay and Play sessions allow parents to meet with their new Key Person and for the child to settle into the setting with their parent close by
- Flexible settling allows parents and children to join the setting at their own pace which is beneficial for the child

### **From Nursery to Reception:**

In order to make the transition to full time school as smooth as possible the following are considered:

- Summer Term stay and play for families to familiarise themselves with the Reception learning environment.
- 1:1 parent meetings during the Autumn term.
- 'Meet the Teacher' evening within the first 2 weeks of term.
- For nursery pupils, Nursery and Reception staff regularly meet together for handover meetings to share information about each child and to discuss areas for development highlighting children's targets
- Nursery children – arrange regular visits to reception class and teacher/support staff throughout the summer term
- For new pupils, there is an exchange of information – School Welcome Pack, Admission form and any prior nursery records
- Home visits, where possible, are undertaken by the teacher and pastoral team, prior to child starting
- All children start school full time as many have already attended an early setting for similar hours. Arrangements can be made for families who wish to settle more slowly should this be felt beneficial for the child

- Teachers accompany children to the dining hall to help settle the children and the class Teaching Assistant is in the hall whilst they eat to ensure a familiar face in a busy setting

### **Reception to Year 1 (Key Stage 1):**

At the end of Reception: -

- Increased attendance at Key Stage 1 assemblies, across the year from the Summer term
- Transition meetings between Reception and Year 1 staff are held in the summer term. All EYFS assessment results are passed up.
- All data is used to provide evidence of the previous year's progress and attainment.
- Phonics tracking is shared with Year 1 staff.
- Pupil Progress meetings are held at the end of Summer Term between Reception teacher, Deputy and SENCo to ensure provision is adapted accordingly.
- Children on the SEND register may have a learning plan to help the transition process developed by the SENDCo and class teacher.
- Pupil voice is used to ensure the children's concerns are addressed.
- All children visit new classes and work alongside new teachers on 'Meet the Teacher Day' in the Summer term, as well as story times throughout the summer term with the new class teacher once announced.

### **At the beginning of Year 1:**

- Familiar EYFS staff members are on hand during the first few days of Year 1 to help settle the children.
- Year 1 teachers use the EYFS guidance to inform their teaching for some children (summer born, SEND, EAL, etc).
- Some opportunities in the first half term for child-initiated learning, both inside and outside the classroom are made.
- The pupils continue their phonics from the previous year, some with additional intervention sessions when needed. This enables them to settle into the expectations of the new year group and enables the staff to monitor and assess this progress. The pupils are reassessed before autumn half term and the word pots, reading books and expectations are aligned to match the new assessments.

### **Continuing Professional Development:**

- Reception and Year One teachers know what the Early Years Foundation Stage Profile contains and how to interpret it.
- Reception and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- Reception and Year One teachers are confident in making assessments through the observation of children.
- Reception and Year One teachers plan collaboratively checking that continuity and progressions are evident from Reception to Year One.
- Professional development opportunities in relation to transition are evident in the School Improvement Plan.

**Monitoring and Implementation:**

The Early Year Lead and their team, alongside the Year 1 teacher, work together to ensure that the Transition Policy is being implemented. They meet towards the end of the Autumn Term to review the transition and settling-in period.

**Policy Reviewed: December 2027**