



Transition Policy Whole school and EYFS

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

- The head of Early Years or a Reception teacher visits the children who are joining from another setting/childminder at their current setting/childminder and talks to the key person to find out as much as possible 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.
- Parents are also asked to complete a Baseline Assessment for any children who have not yet been attending another setting/childminder or who are coming from abroad.
- We also arrange welcome events at the school, which aim to help children become more familiar with the school environment and teachers. These include:
 - A Reception welcome morning at the beginning of the summer term for parents and children starting Reception in September.
 - Meet your new teacher afternoon in July for parents and children starting Reception in September.
 - Meet your new teacher morning, the day before a child starts Reception.

Information for parents

- A starter information pack is being 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 Evening/Afternoon 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.



- In Reception, a message book is sent home daily for short comments and messages for teachers.
- 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 two weeks on a Wednesday and Friday. After that it is a full week.
- 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 Key Stage 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. 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 Key Stage 1 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 GL progress 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 person and SENDCO to the child's new setting will be arranged. More than one visit may be necessary.
- The class teacher/key person/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 person.

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 Headmaster (Matthew Faulkner), head of EYFS (Bonnie Laird) and the senior management team (Ryan McAvoy and Samantha Porter) 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.**

This policy will be reviewed annually		
Reviewed: 1 September 2010	By: Jo Ah-Ling	
Reviewed: 1 September 2011	By: Jo Ah-Ling	None
Reviewed: 1 September 2012	By: Petra Gollob	Changes to comply with EYFS 2012 requirements and updated head of EYFS
Reviewed: 1 September 2013	By: Petra Gollob	Changes to name of Headmaster and SLT
Reviewed: 30 November 2013	By: Petra Gollob	Updates to meet ISI regulatory requirements
Reviewed: 1 September 2014	By: Petra Gollob	Changes to name of Headmaster and SLT; EYFS 2012 to EYFS 2014
Reviewed: 1 July 2015	By: Petra Gollob	Changes to name of school, head of EYFS and SLT. Deleted reference to nursery.
Reviewed: 1 August 2016	By: Naomi Kershaw	Changes to names of SLT. Added information about arrangements prior to starting. Children can do half days for the first 2 weeks.
Reviewed: 29 June 2017	By: Naomi Kershaw	Updated name of head of Early Years and Headmaster.
Reviewed: 25 September 2017	By: Tim Cannell	Minor changes
Reviewed 30 August 2018	By: Lin Goodier and Headmaster	Target tracker to GL progress and assessment data; clarity on mixing of classes at end of Reception
Reviewed: September 2019	13 th By: Lin Goodier	Change of name from Tim Cannell to Matthew Faulkner. In Reception added to clarify message book.
Reviewed: 1 September 2020	By: Bonnie Laird	Changed names and removed transition statements to



		ensure quicker time settling into school.
Next review: 1 September 2021		