



Rise Park
Sunbeams Nursery

Transition Policy 2022-23

Approved by the Board of Directors at its meeting on:

Signed:

Date:

Transition Policy

Transition Periods

- Home to Sunbeams Nursery
- Alternative Early Years setting to Sunbeams Nursery
- Sunbeams Nursery to Reception
- Outside settings to Reception
- Reception to Year 1

The aim of this policy is to ensure a smooth transition from external settings or a key stage to a new key stage at Rise Park Academies. We endeavour to create a smooth transition from nursery settings (Sunbeams Nursery and other Early Years settings) to our Reception classes at Rise Park Academies. This will also be implemented when children transition from the Early Years Foundation Stage (EYFS) to Key Stage 1.

Smooth transitions support the personal, social and emotional development of children, which in turn, prepares them to achieve in a safe and supportive environment. We endeavour to facilitate this at Rise Park Academies.

Aims

- To create effective and supportive links between home and school, encouraging parental engagement and awareness of routines.
- To provide a safe, caring and calm settings and learning environments.
- To provide a continual curriculum between key stages.
- To encourage independence, self-regulation and resilience.
- To ensure that the children's emotional well-being is paramount.

Home/Alternative EYFS setting to Sunbeams Nursery Transition

- Introduction phone calls
- Parent stay and play meetings (introduction)
- Staggered induction period for children
- Induction hours
- Key worker induction phone calls
- Settling in report
- Parents consultations
- Parent stay and play sessions

Sunbeams Nursery to Reception

- New intake meeting
- Open day
- Visits by staff to Sunbeams (class swap day)
- Reception lead meeting with the nursery manager for hand over
- Nursery staff to bring nursery children over for play sessions in centre

- Additional visits for children who need a more phased introduction to Reception
- PCR meetings with key worker, nursery manager, parents, child and inclusion managers

Outside settings to Reception - Implementation

The LA send admission lists with limited information on. Once we have names we are able to contact parents with entry information. Parents are asked to say the setting their child attends. Some settings, as part of their transition policy, contact our Early Years Department with transition information. The Early Years Lead contacts different settings where possible and arranges visits to their settings to see the children in situ. Information is gathered from key workers. Some information is gathered by telephone, email or setting reports.

All parents of new intake children are invited to a meeting at the school in June. At this meeting parents meet the Executive Head, the Head of Infant School, the Early Years lead and teaching and TA staff from the Early Years Centre. Parents are invited to look around the centre. Next, we invite parents and children to an open day. First week of school in September, new intake children have a 'taster' session with their teacher and TA whilst parents meet with Head of Infant School to talk about school procedures and routines.

Pupils then start on a part-time basis for 2 weeks (either a morning or afternoon session, 2.5hours long). This gives a calmer and quieter start with pupils having time to get to know the staff and fellow pupils. The intention is that it is not such an overwhelming experience. It is important that staff have time to bond with the pupils and complete baseline assessments.

Reception (EYFS) to Year 1 (Key Stage 1) – Implementation

As the EYFS framework is from birth to 60 months it is likely that a number of pupils will not reach their 60th month until they are in year 1. This should be considered when planning and implementing a curriculum. In addition to this, not all pupils achieve the ELG's by the end of EYFS and there should be provision for this in year 1. This, in turn, will require the year 1 curriculum to be more practical and play based.

"schools ...should ensure that learning experiences in Year 1 build upon the practical approaches and structured play in Year R" Transition from Reception Year to Year 1 Ofsted 2004

NfEr 2005 recommended

- "Schools should encourage staff to adopt similar routines, expectations and activities in Reception and Year 1. ...should allocate resources to enable

children in Year 1 to experience some play based activities that give access to opportunities to sand and water, role play, construction and outdoor learning.

- The amount of time children in Year 1 spend sitting still and listening to the teacher should be reduced. Year 1 teachers should be encouraged to increase opportunities for active, independent learning and learning through play.
- Schools need to reduce the emphasis given to children recording their work in writing at the beginning of Year 1.”

The National Assessment Agency stressed the importance of using the EYFSP data to inform planning in Year 1 (2007)

“The FSP provides rich, manageable information that clearly identifies the next steps in learning for individuals and groups of children in all aspects of their development.”

To meet these requirements Year 1 staff will need to:

- meet with EYFS teacher to talk through data/EYFSP
- meet the pupils (transition time)
- themes of study passed onto new year group – explanation of programme in EYFS and how children access the curriculum
- Autumn 1 in Year 1 – to mirror some aspects of the EYFS format. Children to be able to access a role play area , an outdoor learning area, play based activities and self-initiated tasks
- To follow same maths programme
- to follow the same reading system
in addition to this,
- the EYFS lead will meet with the Year 1 lead prior to summer 2 to ensure requirements are in place.
- The year 1 staff will host a parent session to talk through Year 1 expectations, curriculum and procedures.
- the EYFS teachers will ensure trackers and SIMS data is on the system ready for transfer.
- EYFS staff will meet with Year 1 staff to share information regarding pupils to ensure a smooth transition.
- parents are invited to visit the new classroom and teacher on the final parents evening in July.
- pupils will start to attend Friday Celebration Assembly from start of Summer 1.
- playtimes – EYFS pupils will attend some playtime sessions in Summer 2 to gain an insight into the organisation of KS1.
- EYFS pupils will share some story times with Year 1 staff.
- transition time – an agreed time for EYFS to spend time with new teacher and classroom in Summer 2 term.

