

Chiswick & Bedford Park Preparatory School and Nursery

EYFS Transition Policy

Aims

- To help all children to feel secure, confident and excited about moving on
- To ensure that each move is as seamless as possible so that the pace and quality of learning is maintained, enabling all children to continue to make good progress
- To closely liaise with and fully inform parents at each stage

Inclusion and Every Child Matters

We believe it is essential that children make these transitions within the context of the Every Child Matters principles enabling a smooth and successful transition that contributes to the positive learning experience of the child. We recognise that for some children, for instance those children with special educational need and children who have English as an additional language, transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention at an early stage and the receiving teacher made aware of this. Where children with Special Needs receive one to one support the transition will be handled sensitively to ensure the support continues in the following year if appropriate.

Management of Transition

Transition From Nursery to Reception

- Opportunities are given to all Nursery children to visit and to become familiar with the main school.
- Nursery children have regular opportunities to use the main playground and the church hall for drama and music and movement lessons.
- In the Summer term the children attend main school assemblies
- Reception teachers visit the Nursery to read stories and take part in activities with the children
- Nursery children visit the reception classes for a morning in the Summer term and on 'Move up Day' with the rest of the school.
- In the Summer term the reception staff arrange meetings to hand over EYFS information for the nursery children moving into Reception
- Parents are invited to a 'Welcome to the Reception' meeting at the start of the Autumn term

Transition from Reception to Year 1

- More adult-led activities during the last term of the EYFS in preparation for the Year 1 curriculum
- Children are encouraged to visit year 1 to share good work
- Year 1 teachers spend time in the reception class in the summer term, reading stories and taking part in child-initiated play
- Year 1 children write to the reception children explaining the changes that can be expected in Year
- TAs from Year 1 cover lunchtime duties in the reception classes to get to know the children
- During wet play break times Reception children and Year 1 children share the Year 1 classrooms. Reception children take in resources from their class.
- Reception children spend a morning in their new classroom as part of the whole school 'Move Up Date' before starting in September
- An Information Pack is sent out by year 1 teachers to Reception parents at the end of the Summer Term
- Reception and Year 1 teachers have a hand over meeting in the Summer Term
- Parents are invited to a 'Welcome to Year 1' meeting' at the start of the Autumn Term.
- Throughout the first half of the Autumn Term Year 1 teachers will adopt and EYFS style teaching alongside the National Curriculum
- Year 1 teachers will continue to use the EYFS documentation for assessing children working below National Curriculum level 1.

Date reviewed	Date of next review	Date approved and agreed by Proprietors
August 2020	August 2021	August 2020