



EYFS Transition Policy

Introduction

St John Bosco is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our setting being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our setting to be a happy place where good behaviour is expected and all children enjoy their educational journey.

In our setting we believe that we should be prepared for the children entering each stage of their learning so we have developed this policy to ensure continuity of learning and a smooth transition for the child.

In the EYFS we acknowledge the following transitional stages as;

Home to Nursery

Nursery to Reception

Reception to Year 1

We believe that best Early Years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

We are committed to the Early Years Foundation Stage and we believe it is essential that children who enter both Nursery and Reception to receive their entitlement to the EYFS. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our Aims are to ensure our children;

- Experience smooth transition periods
- Receive the EYFS for the duration of Year Nursery and Reception
- Children with identified needs experience a curriculum suited to their needs
- Continue to have opportunities for structured play in Year 1, as appropriate
- Continue to experience teaching that reflects a variety of preferred learning styles

What we will do to meet these aims

As we are working as a unit the transition from Nursery to Reception will be very smooth for children who attend our nursery because they will be familiar with the teaching staff and will have had the opportunity to work in the space. Outdoors are shared throughout the EYFS.

Teacher Transition Meetings

Teachers will meet in the summer term to discuss the children they will be 'handing over'. Teachers will inform of the pupils' academic abilities, specific needs and any



relevant family information or safe guarding issues, whilst bearing in mind confidentiality at all times.

Taster Sessions

Children will be given the opportunity to have a taster session in the class they will be starting in September and will meet their new teacher.

New Intake Parents Meetings

Meetings will be held during the summer term for all the parents whose children are due to enter Nursery and Reception the following academic year. At these meetings the parents will meet the Foundation Stage Manager and other relevant staff, they find out about activities, routines and are given the opportunity to ask any questions. All parents are given a copy of the EYFS policy.

Nursery parents are given dates for the taster sessions and home visits. Reception parents are given taster session dates, September start dates and some extra information on how parents can help their child learn at home.

TRANSITION from EYFS to NC

We would like our Year 1 staff to:

- Observe the reception teaching area at different times during the year to increase their own understanding of the curriculum the children are used to
- Identify opportunities for structured play in Year 1 curriculum through sharing of ideas and good practice with colleagues, both within and outside the school.
- Enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning.
- To fully consider the assessment information produced by EYFS staff and how best to plan for individuals/groups of children.

Good Practice in Year 1

We aim to plan and deliver lessons appropriately, in keeping with the school's wider teaching and learning policy. This should ensure that children are not sitting for too long periods and should also ensure that the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles. However, there are some guiding principles that are felt by the school to be important, particularly when children first enter the year 1 classroom in September. These are;

- The start of the day routine should mirror practice in the Reception classes.
- There should be an initial focus on children's personal, social and emotional development. (Some children settle more quickly than others and staff need to be flexible and allow for this in planning.)
- A strong focus will also be given to speaking and listening.
- During the introductions to sessions, we aim to ensure that children are not sitting on the carpet listening for longer than 10 minutes.



- The layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision, e.g. role-play, activities.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Date: 7th January 2016

Review date: January 2017

Senior member of staff responsible: Edward Masterson (Head Teacher)

Designated member of school staff: Bethan Bradley (Foundation stage manager)