

## **Mayflower Federation Transition Policy**

At the Mayflower Federation we endeavour to ensure a smooth transition for pupils between home and/or Nursery and the Reception class and also between EYFS and Key Stage 1. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

### **Aims**

- To provide a smooth transfer from home or pre-school to Nursery and/or from pre-school or Nursery to Reception for both pupils and their parents/carers
- To ensure that the children's emotional well-being is a priority
- To ensure good communication between staff, parents/carers and pupils
- To raise parents' awareness of school routines and how to support their child at school
- To provide a smooth and positive transition between Reception and Key Stage 1 and to ensure that the EYFS assessment information is effectively communicated

We adjust the settling-in process according to the needs of the child. In some cases settling in time may need to be extended if a child or their family are struggling with the process and attachment issues. We judge a child to be settled when they have formed a relationship with their Key Person; for example the child looks for their Key Person when they arrive, he/she goes to them for comfort, and seems pleased to be with them. The child is also familiar with the setting, and is pleased to see and interact with other children and staff and participate in activities.

### **Transition from home or pre-school to Nursery or Reception**

- We provide parents/carers with all of the necessary registration paper work before settling in starts so that the staff have a basic knowledge of the family and child's individual needs.
- An 'Induction Meeting' is held in the summer term prior to the children starting school. The EYFS is introduced as well as practical information such as school times and how parents/carers can help their child to settle in the Nursery/Reception class as quickly as possible.
- Before children start we encourage parents/carers to bring their child into the setting for a 'Stay and Play' session, to provide them with the opportunity to become familiar with their environment, and provide opportunities for interaction with staff and peers.
- New children receive a 'Home Visit' from their child's Key Person/Teacher. This allows the opportunity for the Key Person to seek a more in-depth knowledge of the child. This is also an invaluable time for children and parents/carers to meet with staff and discuss the routines in Nursery/Reception.
- Children start school in the autumn term on a staggered intake. Children who have attended our Nursery start in Reception first. Individual needs are considered and children may attend school on a part-time basis for an extended period if it is more

appropriate.

- We have an expectation that a parent/carer will stay and play for the first session with their child in Nursery. Some children may take longer to settle. We ask a parent/carer to stay with their child in each subsequent session, then leave for an increasing length of time to allow their child to increase in independence.
- We continue throughout the whole process to liaise with the parents/carers and we jointly decide when the time has come for the child to be happy without them. We do not believe that leaving a child to cry will help them to settle any quicker, and that the distress will result in a negative experience for them. We are however aware that many children, once the parent/carer has left, will cease to cry and begin to settle. In the scenario that a child continues to be distressed, we contact the parent/carer and ask them to come and pick the child up. We then discuss the strategy for the next planned visit.
- We reserve the right not to accept a child into the setting without a parent/carer if the child finds it distressing to be left.
- The school liaises with the local pre-schools and/or Nurseries. Teachers or the SENCO visit some feeder Nurseries to meet the children and have a transition meeting with each child's Key Person. Children's needs and stage of development are discussed.
- Where possible/appropriate children will be allocated into Reception classes with peers from their pre-school or Nursery.

### Transition from Reception to Key Stage 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition. There are a number of strategies to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

The following strategies are embedded in order to ease transition:

- A transition unit is followed in the final term (before entering Reception and Year 1).
- Circle time discussions about moving to Year 1.
- A Literacy and Maths lesson are taught each week in the child's Year 1 class during the summer term in Reception.
- Children will be introduced to the marking code in the summer term of Reception.
- Reception children will attend 'Golden Book' assembly.
- In Year 1 there is an appropriate balance of adult led activities and child initiated activities in the autumn term.
- Handover Meetings will take place between the child's Reception Teacher and Year 1 Teacher. Children's needs and stage of development are discussed.