



Sir John Lillie Primary School

**Foundation Stage Settling
In and Transition Policy**

Definition:

In this policy, 'transition' defines the movement of children from one familiar setting (including the home) into another. It involves considering both practice and policy to support children to settle into their new environment and to ensure they are able to continue their learning and development.

Aims:

To provide a smooth transition between settings so children feel safe, secure and confident

To offer a warm and welcoming environment where children feel valued

To recognise and support the individual needs of children and their Parents/Carers

To work in partnership with Parents/Carers to settle the child into their new Nursery/class

To ensure that learning continues at an appropriate pace and level of challenge

Equal Opportunities:

Both the children and Parents/Carers are actively involved in the process and their thoughts and feelings are listened to and valued. We act to ensure that children with particular needs, whether learning, physical or emotional are able to experience the same smooth transition as all other children.

Principles that Underpin the Policy

- Children are well prepared and excited about the prospect of change and transition
- Teachers and EYEs are well informed about all children – including their learning abilities, interests, experiences and needs
- Assessment and information from Parents/Carers, previous settings or teachers is used to inform planning
- Teaching styles and strategies are considered so as to meet the needs of all children

At Sir John Lillie Primary School we use the following processes and practices to support children's settling in and transition:

Prior to child starting in new Nursery/Reception class:

- Parents/Carers are welcome to come and visit the setting and meet the staff.
- **Enrolment Days** are offered for both Nursery and Reception – Parents/Carers and children come to visit the school, to meet the staff, to stay for a short period of time in the classrooms, to find out further information and to ask questions.
- All Parents/Carers are given a '**Welcome Pack**' containing introduction and information regarding the Foundation Stage at Sir John Lillie Primary School.
- Dates for further '**Open Mornings**' are given to Nursery Parents/Carers at the Enrolment Day. These sessions enable Parents/Carers to bring and stay with children a number of times before they start so they can become familiar with their new surroundings and start to build relationships with adults and other children.
- Parents/Carers of children new to the school are offered a **Home Visit** during the summer term, which is carried out by 2 members of staff. At the home visit, the child's '**All About Me**' form is filled in together by Parents/Carers and staff, which allows staff to find out more about the child's interests, experiences and needs. If Parents/Carers do not wish to receive a home visit, then staff will ensure time is given with Parents/Carers to complete the 'All About Me' form at school.
- **Links are made with local Nurseries.** Children from nearby Nursery settings are invited to come and visit the school with their Key Person. This allows the children to begin to get to know their new classroom further as well as enabling their previous Key Person to share relevant information and assessment with their new teacher. The child's profile will also be passed onto their Reception teacher once they have started school.
- **Visiting local Nurseries:** Staff from Sir John Lillie will also attempt to visit new children in their current Nurseries. This enables staff to meet children in their familiar environment.
- During the half term before they begin Reception, children from our own Nursery will **come into the Reception class each week for a short session**, which may involve stories, games and activities with the Reception teachers. This allows children to get to know the Reception teachers and to feel more secure and comfortable in their new classrooms. This also allows Reception teachers to begin making initial assessments of the children and enables staff from Nursery and Reception to internally moderate where the children are in

their learning. The children's profiles and Special Books are passed onto the Reception teachers.

Starting in Nursery and Reception classes:

- All children and their Parents/Carers are personally greeted and welcomed when they arrive.
- Staff invite Parents/Carers to stay for a sufficient time so that the child feels settled and the Parent/Carer feels comfortable about leaving.
- Parents/Carers are informed of the importance of bringing children into the classroom on time to give them the opportunity to settle with their peers before the school day begins.
- Staff offer familiar play activities and experiences to promote self-confidence and esteem.
- Staff are flexible in response to individual children's needs.
- Staff deal sensitively with any anxieties that children and/or Parents/Carers may have and are available before and after school to discuss any concerns or answer questions.
- Staff will continue to liaise with Parents /Carers and share information about the child's progress and transition.
- Staff consult with Parents/Carers when developing strategies to help their child settle into their new setting.
- Nursery offers a monthly 'Stay and Play' session, where Parents/Carers can experience first-hand what their child is learning at school and can learn and play alongside their child.
- Further open mornings are offered throughout the year, eg reading, Maths, Science where Parents/Carers can come and join in with learning/activities in the classrooms.
- Half termly topic webs are displayed outside classrooms and on the school blog. These enable Parents/Carers to know what their child will be learning at school as well as giving ideas for how they can support and extend their child's learning at home.
- During the first half term, staff will run phonics and reading workshops for Parents/Carers to give practical ideas and activities to support reading at home.
- Parents' consultations take place within the first term where the children's baseline and next steps are shared with Parents/Carers.
- Parents/carers are free to ask to view their child's Special Book before and after school.

Transition from Reception into Year 1:

- Children will be well informed of their upcoming move to Year 1.
- Children will have opportunities to visit their new classroom and meet their new teacher.
- Children will attend half school assemblies and Lower School assemblies so they can become more familiar with the staff, environment and being amongst larger groups of children.
- If specific transition issues are identified teachers will work together to provide further support where needed, for example, walks around lower school with EYEs, inviting new teachers to come and visit in Reception classrooms, discussions with Parents/Carers.
- Children will take part in creating work, which they will pass on to their new Year 1 teacher – this will involve examples of drawing and writing as well as including some information about their family and likes/interests. This work will be waiting for them when they arrive in Year 1 for further discussion with their new teacher.
- EYEs are used to support transition from Reception to Year 1, for example, they are used to continue to take groups of children for phonics, to help support Year 1 teachers and to provide a familiar and comforting adult.
- Reception and Year 1 teachers will meet prior to the end of the year to discuss the children's learning, progress, needs and experiences and to share assessment.
- The children's Special Books and profiles, including assessment against the 17 Early Learning Goals and each child's Characteristics of Effective Learning are passed on to the Year 1 teachers.
- Other assessment passed on includes: phonics, keyword and reading assessment.