



Thomas Jolyffe Primary School
Transition Policy: Nursery/Pre-school - Reception – Key Stage 1

Transition into Reception

At Thomas Jolyffe, we strive to provide all children with a highly effective and supportive transition into school. We therefore view transition as a process, not a single event.

Children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

We are committed:

- *To ensure a smooth transition between settings, year groups and key stages for children, parents and practitioners
- *To ensure information is shared between different settings in terms of children's wellbeing, development, learning records and any other information
- *To ensure parents, children and practitioners have adequate information relating to transition
- *To ensure the children settle quickly into their new setting or year group

Stay and play welcome visit

In the Summer Term we invite each child and one accompanying adult to visit our Reception classroom. The purpose of this visit is for children to spend time enjoying activities in both the indoor and outdoor learning environments. Teachers and Teaching Assistants talk to families, introducing themselves and getting to know children. Parents/Carers have the opportunity to ask individual questions. Teachers finish the session with a simple story and give each children a sticker to say a thank you and well done for their first visit to school.

Nursery and pre-school visits or phone calls

Staff aim to visit all of the children in their current nursery/pre-school setting. This is a lovely time to talk to children's key workers and to spend time with children in an environment they are familiar with. If staff can not make a visit, we will call and speak to their nursery provider.

Home Visits (to be online via the office)

During the Summer Term, we offer home visits. These visits enable us to start building positive relationships with all of our families and last for approximately 20 minutes. During the visit the class teacher and teaching assistant will ask a few general questions to help us get to know children. We will take lots of helpful paperwork.

We also bring our class bears to meet children and school book bags.

(Book bags are kindly provided for every new starter by the Friends of Thomas Jolyffe)

We then give each child a special 'thank you' sticker before we leave.

Home visits are extremely popular and we always receive very positive, appreciative feedback from our parents about them.



Equal Opportunities and Inclusion – considering the unique child

Children and parents are actively involved in the transition process. In addition to the activities which all children experience, staff will consider individual needs of children and plan additional transition support where necessary.

*As preparation for transferring to school, a transition meeting for parents with the SENDCo and class teacher from Thomas Jolyffe, the SENDCo and key worker from the preschool setting and when appropriate, other professionals supporting the child and parents will be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school.

*Outside agency reports and records such as completed and current plans should be passed to the SENDCo of Thomas Jolyffe. These documents will then be shared with the class teacher and teaching assistant.

*Medical care plans and any relevant adjustments should be discussed at the transition meeting.

*Some children with additional needs may require extra visits to school prior to the term before starting. These can be arranged during the transition meeting, as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.



Reception to Year 1

At Thomas Jolyffe Primary School we want our children to experience a smooth educational and emotional transition from Reception Class through to Key Stage 1.

This will ensure both the pace and quality of learning are maintained – enabling children to make the best all round progress.

Equal Opportunities and Inclusion – considering the unique child

Children and parents are actively involved in the transition process. In addition to the activities which all children experience, staff will consider individual needs of children and plan additional transition support where necessary.

*Discussions with SEND leader, SEND assistant lead and Nurture staff.

*Transition passport booklets to be made in the Summer term – these will be shared with a child and their family. A copy will be sent home for the child to access during the Summer holidays.

*Additional visits

Principles that underpin the policy

*Approaches to teaching and learning are harmonised at the point of transition

*Planning will be based upon assessment information from the previous class

*Styles of teaching and learning will meet the needs of individual children and not pre-conceived notions of what is appropriate for the next Key Stage

*There will be a professional regard for the information from the previous class

*The transition process should be enjoyable

*The transition process should motivate and challenge children

*Staff allocation prior to, during and after initial transition will be made to maximise the welfare of the children

*Parents and carers need to feel well informed about and comfortable with all transitions in their child's life

*Transition is about the setting fitting the child not the child fitting the setting

*Transitions are not overlooked or left to chance, but thought about and planned in advance

'Effective transition takes time and is a process rather than an event'

The transition process at Thomas Jolyffe Primary School

Summer Term

*Story time visits – Children to visit Year 1 for a story.

*Afternoon visits (to be held when new intake children visit Reception for their play visits)

*Whole school transition morning

*Year 1 teachers to spend designated time in Reception, observing effective Early Years practice and the children in their familiar environment.

*Reception and Year 1 teachers formally meet to discuss all the children – focusing on Early Learning Goal end of year data and PSED skills.

*Whole School 'Open Evening' – parents and children have the opportunity to visit their new classroom and teacher.

Creating an appropriate environment

*Year One classroom has areas of continuous provision to support and extend children's independence skills.



*Year One staff have visited Reception to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.

*The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focused tasks.

* Children in Year One have access to an outdoor learning environment to support teaching and learning.

Building on what children know and understand

* Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities – these areas are linked and planned to the Year 1 curriculum.

*Reception and Year One staff meet to discuss assessment information.

*Teachers meet after the first few weeks in Year One to discuss individual children after the settling in period.

Specific focus areas to prepare children for Year 1

*In Summer 2, children in reception will work within a bigger group during adult led tasks, e.g. group of 5 to ensure readiness for Year 1 table work.

*If children are ready, guided reading to happen in Summer 2.

*Phase 5 phonics group

*Develop independence

*Constant discussions between Reception staff and Year 1 staff for key updates.

This policy was created through discussions between the EYFS leader and the Key Stage 1 leader.

Miss I Kashani and Mrs S Carr (Reviewed, May 2026)



APPENDIX A

Key principles for good practice in supporting successful early years transitions.

Unique Child

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs or a child in care.

Planning for these children will need additional, flexible support.

- Prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment.

Positive Relationships

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process
- Work together. An essential element of an effective transition is for settings and schools to work together, to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

Enabling Environments

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure.

Children learn and develop in different ways and at different rates

- Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning