



## SSMJ POLICY FOR Nursery to School Transition Policy

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*Following the example of Jesus, together we learn, love  
and respect one another to be the best we can be.*

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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

## **Nursery to School Transition Policy July 2024**

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## **Purpose of making an Effective Transition from Nursery to School**

At St. Michael and St. John's R.C we realise that moving on can be both exciting and challenging. Starting a new setting is a big step for children and the rest of the family. It can be difficult to predict how children will react to their first days at school. However, with some preparation and thought we can make this time enjoyable and fun for all the family. This policy outlines the approach St Michael and St John's takes to ensure the transition from nursery to primary school is a smooth process that results in a positive experience for everyone.

### **Aims:**

- **To provide a smooth transfer from home/nursery to Reception in school.**
- **To ensure that information regarding attainment and achievements is transferred from settings to ensure continuity in learning.**
- **To develop close and effective links between home, nursery and school.**
- **To ensure that the children's emotional wellbeing is a priority.**

### **Intent:**

We believe that ensuring every child is welcomed into the SSMJ family is the key to our success. We want every child to feel like they belong to our family from the moment they walk through our doors. Transition is about making every child feel unique and individual as they are and appreciating them for the special people they are. Transitioning provides perfect opportunities to show our true faith, which is at the heart of our curriculum.

**“Be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go.”**

**Joshua 1:9**

**“Trust in the Lord with all your heart; and do depend on your own understanding. Seek his will in all you do and he will show you which path to take.”**

**Proverbs 3 5-6**

- To make every child and their family feel welcome.
- To embrace every opportunity to get to know the children better.
- To understand that every child is an individual and transition needs to reflect this.
- To support parents as their child starts Reception.

### Implementation:

#### Transition

- Children will have the opportunity to visit the school on three different days to ensure they are familiar with their surroundings. One of these visits will be to have lunch with a parent in the school dining room.
- Parents will be invited to a meeting hosted by the Head Teacher & Reception Teacher to inform them of all aspects involved in their child attending school during the term before their child starts school.
- The Reception Teacher will visit each setting a child is coming from to observe them in a familiar environment where possible speak to the child's key worker or childminder.
- The Reception Teacher will speak to each parent in person or via electronic communication to ensure any concerns are addressed early.
- The Reception Teacher will provide support materials for the children and their parents to help transition as required per child.
- The Reception Teacher will offer parents opportunities to discuss their child's progress within Reception using a variety of methods (dojos, written report, face to face conversation).
- Invite parents into school frequently for coffee mornings and other activities that may be beneficial to parents.

### Impact

We hope that every child will feel confident when they arrive on that first day with effective transition in place. This will give children a firm foundation for starting a love of school life.

### Teaching and Learning Styles

At SSMJ the classroom follows on from the Nursery setting where children are actively involved in planning and choosing resources. Routines and the structure of the day closely follow on from nursery settings with the use of a visual timetable to aid children's understanding of the school day.

### **Areas of Continuous Provision**

- Reading
- Writing
- Maths
- Role-Play
- Sand
- Water
- Small World
- Construction
- Investigations
- Modelling
- Creative
- Music
- ICT

These areas of provision may be provided outside or inside on rotation throughout the week.

### **Assessment and Reporting**

Baseline will be conducted with the children in Autumn 2024 and at the end of the year as a form of assessment however informal observation will inform planning throughout the year to ensure every child meets the end of year Early Learning Goals giving them a firm foundation to succeed in school.

### **Planning and Resources**

Planning will reflect the children's interests and take into account the knowledge and skills they need to develop guided by Development Matters 2023. A topic overview is produced each year to show what topics the children will be covering.

### **Organisation**

At SSMJ we have organised the visit days to allow children to become familiar with the school grounds. The visit days will take this into account and aim to provide the children with a good knowledge of the school before they return as a pupil.

### **Equal Opportunities (See Equal Opportunities Policy)**

We aim to provide equal access for those children with Special Educational Needs and those pupils who are very able and require extra time within school. Where children or parents need additional support staff will endeavour to help. Any reasonable additional request that parents may wish to help support their child with transition will be taken into consideration by the Head Teacher.

### **Differentiation**

We encourage all children to reach their full potential through the carefully planned and delivered sessions. We recognise that our planning must allow pupils to gain a progressively deeper understanding of the topics as they move through the school to ensure all children are provided with the key tools needed to become a good student.

### **The Role of the EYFS Coordinator (See Subject Leader Policy)**

- Organise transition from Nursery to School.
- Purchase, organise and maintain teaching resources
- Assist with assessing the children and identifying individual needs seeking external support where required.
- Manage a delegated EYFS budget and keep spending within it
- Encourage and lead training for TAs, teachers and parents
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise the Headteacher of any action required (eg resources, standards etc)
- Monitor the standards of children's standards and the quality of teaching within the classroom.
- Monitor EYFS tracking grids.

## **The Role of Parents/Carers**

We recognise the role that parents have played and their future role, in educating the children. Together we hope to make starting school an enjoyable experience. At SSMJ we will endeavour to provide help and support to all parents including any training or resources they may need.

## **Professional Development**

St. Michael and St. John's firmly believes that continuing professional development for all staff features highly in the school improvement plans to aid the development of the children. Staff regularly participate in CPD sessions to ensure their knowledge is kept up to date.

## **Monitoring and Review**

The monitoring of this policy will be the responsibility of the EYFS Coordinator in conjunction with the Senior Leadership Team. This policy will be subject to a formal review every three years or sooner if significant changes occur.