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# Lanesend Primary School

  

## Early Years Transition Policy

Signed: ..... Date:  
(Headteacher)

Signed: ..... Date:  
(Chair of Governors)

**Review Date:** March 2019 (Yearly)  
**Reviewed By:** EYFS Lead

## Lanesend Primary - Early Years Transition Policy

### Rationale:

At Lanesend Primary School, we believe that we should prepare children for entering each stage of their learning and we have developed this policy to ensure continuity of learning and a smooth transition for each child.

In the EYFS we acknowledge the following transitional stages as;

- Home to Pre-School (or child care provider)
- Pre-School (or child care provider) 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 (NC), ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the needs of each individual child.

At Lanesend, we are committed to the Early Years Foundation Stage and we believe that it 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 each individual child.

### Our Aims:

Our Aims are to ensure our children;

- Experience smooth transition periods.
- Receive the EYFS for the duration of Reception.
- Experience a curriculum suited to their individual needs.
- Experience teaching that reflects a variety of preferred learning styles.
- Have opportunities for structured play and access to the EYFS in Year 1, as appropriate.

### Transition into Reception:

#### Transition Visit Programme:

Our programme of transition visits begins in January with weekly visits on a Thursday morning from children attending Little Love Lane Pre-School. Any child attending another Pre-School or in alternative child care is welcome to visit with their families during this session. We would ask that you telephone the school in advance to arrange this. Our Early Years Foundation Stage Team also makes regular visits to Little Love Lane Pre-School throughout the year and runs small group activities with the children. In January, we also begin running Pre-school Library sessions. These half-an-hour sessions take place at Lanesend each week and families can bring their children to take part in them. We ask that a family member stays with them for this session.

### **Open Days and School Visits:**

At Lanesend, we have an open door policy and prospective new families and children are welcome to book an appointment to visit and meet our staff at any time during the year. We also hold two Open Days during the Autumn Term which are advertised on our website, Facebook page and in the local community. On these days, our staff are available to take you on a tour of the school and answer any questions you may have.

### **Home Visits:**

We aim to visit each child in their home setting prior to them starting at Lanesend. We put aside two weeks in April / May for home visits and two members of the Lanesend Team, including the Foundation Stage Lead, will arrange to visit you and your child at home. Alternatively, if you are more comfortable, we can hold the meeting at school. We will chat with you and your child about their interests, friendships, any medical needs and other general information you feel we need to know. We will use this information to complete a questionnaire. We also ask you to complete a Ready for Learning booklet prior to our visit.

### **Staff Visits to Pre-Schools:**

Once we are aware of our new intake numbers, we arrange informal visits to each feeder Pre-School or child care provider, usually in the Summer Term, to enable us to meet and interact with the children in an environment familiar to them.

### **Pre-School Transition Meetings:**

During the Summer Term, the EYFS teachers meet with each child's Pre-School Key Person to discuss their learning, development and any other relevant information. Each child is discussed individually and their next steps of learning are identified and included in their Individual Learning Plan.

### **Summer Term Transition Programme:**

We run a three-week programme of transition, covering four sessions during the Summer Term and we encourage our entire new intake to attend if possible. The first two sessions are either morning or afternoon and the subsequent two are 9.30 – 2.00 (including Lunch). We provide the option that a family member or an adult well known to the child stays for the first two sessions if they wish. There is also an option for families to come to lunch with the child on one of the first two transition days. We base our transition programme on a topic which is then continued during the first two weeks in September to allow continuity and familiarity for the children.

### **New Intake Parent Meetings:**

Two meetings will be held during the Summer Term for all families whose children are due to start Reception the following academic year. At these meetings, families will meet the EYFS team and Head Teacher, find out about the summer transition programme and routines for September, as well as being given the opportunity to ask any questions. All families are given a personalised 'My New School' booklet for their child containing photographs of the staff and setting for the children to share at home over the Summer Holidays.

### **September Flexible Transition Programme:**

When your child starts at Lanesend in September, we offer the first two weeks as a period of flexible transition. Families are able to decide on a daily basis the hours which their child will attend school based on their individual needs. We suggest each child attends from 8.25 in the morning and stays until before Lunch (11.30), after Lunch (12.30) or the end of the school day (2.45). After the first two weeks, if you feel your child continues to require a flexible transition and they are not turning five during that term, we can make arrangements based on each child's individual needs.

### **Transition from Reception to Year 1:**

#### **Teacher Transition Meetings:**

Reception and Year 1 teachers will meet in the Summer Term to discuss the children moving up to Year 1 in September. Reception teachers will inform their Year 1 colleagues of the pupils' academic abilities, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.

#### **Summer Term Transition Programme:**

We run a four session whole school programme of transition during the Summer Term. Wherever possible, children are taught by their new teachers in their new classrooms, taking part in community build lessons and activities designed to ensure the smoothest possible transition in September.

At different times throughout the year, opportunities are planned for Year 1 staff to informally observe the Reception teachers and the EYFS learning environment to increase their understanding of the Foundation Stage Curriculum. Writing moderation also takes place each half term, involving work from children in Reception through to Year 6.

#### **EYFS End of Year Profile Data:**

Year 1 teachers will fully consider the EYFS profile data and use it to plan next steps for individuals and groups of children, especially those who are working below or exceeding the expected Early Learning Goals at the end of Reception. These children may or may not be identified as being on the AEN or Remarkable Children registers.

#### **Guiding Principles in Year 1:**

- Lessons will be planned and delivered in keeping with the schools wider Teaching and Learning Policy, ensuring that the learning activities are appropriately challenging and take into account a range of learning styles.
- In the Autumn Term, there will be an initial focus on children's Personal, Social and Emotional Development, ensuring children successfully settle into their new classroom environment. A negotiated curriculum will also be planned for three afternoons a week.
- A strong focus will be placed on Speaking and Listening throughout Year 1.
- During the introductions to sessions, we aim to ensure that children are not sitting on the carpet for longer than ten minutes.

- The layout of the Year 1 classrooms will include space and resources so that children can undertake continuous provision, e.g role-play activities and access to the outdoor learning environment, and opportunities for this will be planned for.
- Year 1 staff will identify opportunities for structured play in the Year 1 Curriculum through sharing of ideas and good practise with colleagues, both within and outside the school.
- Year 1 staff will 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.
- Year 1 will continue to use Tapestry, linking children's learning to the Year 1 objectives.

### **Monitoring and Review:**

It is the responsibility of staff to follow this policy, monitored by the Head Teacher, Foundation Stage Lead and Governors. This policy will be reviewed each academic year and will evolve to incorporate the views of all staff concerned and changes to the curriculum from national initiatives.