

Early Years Foundation Stage Transition Policy





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1. Policy Statement:

Strong foundations for every child

At Batley Parish CE Academy, our Early Years curriculum is designed as one progressive journey from Nursery through Reception and into Year 1. We recognise that transition is not a single event. It is a carefully planned process which supports continuity in children's learning, relationships, routines and expectations.

Children arrive with different experiences, knowledge, interests and starting points. Our curriculum therefore provides both consistency and flexibility: children experience a shared curriculum journey while adults adapt teaching, interactions and provision to meet individual needs. Our curriculum is ambitious, purposeful and rooted in the Early Years Foundation Stage.

We recognise that transitions can be as small as moving between activities and routines, or as significant as moving from home into Nursery, Nursery into Reception or Reception into Year 1. By knowing children well and sharing information effectively, we aim to make each transition smooth, positive and purposeful.

Parents and carers are key partners throughout this process. We value the information families share with us and recognise that some children and families may require additional or personalised support at points of transition.

2. Management of Transition:

Transition co-ordinator: EYFS Lead - Naadhirah Chothia

EYFS staff, Year 1 staff, leaders and the SENCO work collaboratively to ensure that transition arrangements reflect the needs of individual children. Transition planning considers children's strengths, areas for development, independence, relationships, communication, learning behaviours, routines and any adaptations which support them successfully.

Our aim is for children's knowledge, skills and experiences to travel with them. Learning does not stop at the end of one phase and restart in the next.

3. Transition from Home to Nursery

Nursery - Building the Foundations

In Nursery, we focus on developing the foundations children need to become confident learners. Particular emphasis is placed on communication and language, relationships, independence, physical development, listening and attention, vocabulary, early mathematical understanding, curiosity and a love of books. Children are encouraged to explore, talk, investigate, make choices and develop confidence within their environment.

Enquiries and visits

Families are warmly welcomed to find out more about our Nursery and Early Years provision. Opportunities are provided for parents and children to visit the setting, meet staff and become familiar with the indoor and outdoor environment before starting.

Welcome and information sharing

Before children start, families receive key information about Nursery routines and expectations and have opportunities to ask questions and share important information about their child. This helps staff begin to build a detailed picture of each child, including their interests, development, communication, independence, routines and any additional needs. This is done through a welcome meeting.

Home visits

Where home visits form part of the agreed transition arrangements, they provide an opportunity for families to talk with staff in a familiar environment and for practitioners to learn more about the child before they begin Nursery.



Settling in

Children are supported to settle at a pace appropriate to their needs. Staff work closely with parents and carers, provide reassurance and adapt transition arrangements where required. Relationships with key adults are prioritised so children feel safe, secure and ready to learn.

4. Transition from Nursery to Reception

Reception - Strengthening and Applying the Foundations

In Reception, children build upon their earlier experiences and develop increasing independence, knowledge and confidence. Children experience more structured teaching alongside purposeful provision, enabling them to revisit, practise and apply what they have learned.

Our Nursery and Reception operate as part of one progressive Early Years journey. This provides children with familiarity and continuity while ensuring expectations, teaching and provision develop appropriately as children progress.

Summer term transition

- From Summer 2, Nursery children visit Reception provision in small groups with a familiar adult.
- Reception staff spend time with Nursery children, observing them in play and adult-led learning so relationships and knowledge of the children develop before transition.
- Nursery staff support children to strengthen independence, including managing coats, toileting and beginning to write their name where developmentally appropriate.
- EYFS staff use regular meetings to discuss individual children, their strengths, needs and any adaptations required.
- Children are invited to transition and stay-and-play opportunities in Reception.

For children joining Reception from other settings, information is gathered from feeder settings and families so staff can develop a clear understanding of each child. Additional visits or transition arrangements are offered where these would support a child to feel secure and successful.

Reception staff use this information alongside their own observations and baseline understanding to ensure that learning builds from what children already know and can do.

5. Transition from Reception to Year 1

Year 1 - Continuing the Journey

Transition into Year 1 is a carefully planned process that begins during the Summer Term in Reception and continues after children have started Year 1. This supports continuity in learning, relationships, routines and expectations.

During the Summer Term, children are gradually introduced to aspects of their new routines and expectations. Year 1 teachers spend time in Reception, observing children in play, learning and story times and beginning to build relationships before transition takes place.

Reception and Year 1 staff work closely together to share a detailed understanding of each child. This includes strengths, individual needs, gaps in knowledge, levels of independence and the routines and approaches that support them successfully. Practical information, such as seating or carpet spaces and other individual adaptations, is also considered where this helps a child feel secure and ready to learn.

Preparing for Year 1 during Summer 2

- Children take part in planned transition visits and opportunities to become familiar with Year 1 staff and the learning environment.
- Directed learning and expectations are introduced gradually and developmentally, rather than through an abrupt change in approach.
- Reception and Year 1 staff discuss curriculum priorities, individual next steps and the provision children may continue to need.



- RWI information, maths assessments, the GLD breakdown and individual transition information are handed over to Year 1.
- The EYFS Lead reviews and contributes to Year 1 Autumn planning to support continuity from the EYFS curriculum.

Continuing transition in Autumn 1

Transition continues after children enter Year 1. The EYFS Lead and Year 1 team maintain regular dialogue, including visits, planning support and discussion of how individual children are settling. This enables support, challenge and provision to be adjusted where needed.

Children continue to build independence and stamina gradually. Practical, hands-on learning remains an important part of the curriculum and expectations for recording are developed over time. Where appropriate, lessons are chunked and movement breaks or other familiar approaches are used to support successful engagement.

Children who did not achieve GLD have clear next steps identified through the handover process so that Year 1 teaching builds directly from their assessed starting points.

6. Continuity of Curriculum, Provision and Pedagogy

Transition is not about removing Early Years practice because a child has reached the end of Reception. Staff consider what each child knows, what is secure and what they still need to revisit, practise and embed.

Where appropriate, elements of Early Years practice continue into Year 1 to support children as they adjust. This may include practical resources, opportunities to learn through meaningful hands-on experiences, or adaptations to recording. For example, a child may benefit from a particular paper width or pencil while continuing to develop pencil control, or from practical opportunities such as tuff trays to revisit and embed learning that is not yet secure.

These decisions are based on children's learning needs rather than a fixed timetable. The aim is to maintain high expectations while providing the scaffolds children need to become increasingly confident and independent learners.

7. Information Sharing and Assessment

High-quality transition depends on staff having an accurate and detailed understanding of each child. Information is shared professionally and purposefully to ensure teaching begins from children's existing knowledge and skills.

- Ongoing practitioner knowledge and observations are used to build a rounded picture of each child.
- At the end of Reception, the EYFS Profile is completed and outcomes are shared with Year 1 as part of the transition process.
- Relevant phonics, reading, writing and mathematics information is handed over so Year 1 staff understand what is secure and what requires further teaching.
- Individual strengths, next steps, independence, communication, learning behaviours and effective strategies are discussed, not simply attainment data.
- Information from parents, carers and relevant professionals contributes to transition planning where appropriate.

8. Supporting Children with SEND or Additional Needs

Some children require enhanced or personalised transition arrangements. The EYFS team, Year 1 staff, SENCO, families and relevant professionals work together to plan these carefully.

- Additional visits may be arranged to increase familiarity with new adults, spaces and routines.
- Transition booklets with photographs of staff and the classroom may be used for children who would benefit from visual preparation.
- Personalised transition plans may identify specific strategies, resources, routines or environmental adaptations.



- SEND handover meetings ensure that needs, successful approaches and agreed provision are understood before transition.
- Where appropriate, familiar structures or resources are mirrored across environments to provide continuity.

Support is personalised and reviewed after transition so that arrangements remain responsive to the child's needs.

9. Working in Partnership with Parents and Carers

Parents and carers know their children best and are important partners throughout transition. We aim to ensure families feel informed, listened to and confident about what will happen next.

Families are provided with opportunities to meet staff, visit new environments, receive relevant welcome information and discuss their child. Communication continues after transition so that questions or emerging needs can be addressed promptly.

For the Reception to Year 1 transition, parents are informed about new class arrangements and opportunities are provided to meet the new teacher. A parents' evening in Year 1 supports discussion about how children have settled and the next steps in their learning.

10. Monitoring Transition and its Impact

Transition is monitored as an ongoing process rather than judged solely by whether a child appears settled on their first day. Leaders consider how successfully children are adapting to new relationships, routines and expectations and whether learning is continuing from appropriate starting points.

The EYFS Lead maintains dialogue with Nursery, Reception and Year 1 staff and uses observations, professional discussion, assessment information and feedback from families to review the effectiveness of transition arrangements.

Where children require further support or challenge, staff respond promptly. Transition arrangements and curriculum approaches are reviewed and refined so that every child experiences a coherent, ambitious and supportive journey from Nursery through Reception and into Year 1.