

Transition from EYFS to Reception Policy

The Policy was formally adopted by the Senior Leadership
Team on: 01 January 2024.

Why does this policy exist:

This policy exists to ensure that all pupils in the new reception intake experience a smooth transition into the Academy. In this policy transition means the movement that takes place from one familiar setting (including the home) to another.

Who does this policy apply to:

The pupils and parents/carers of new reception intake and staff.

Accountabilities:

Staff are responsible for: Implementation of the policy

The Leadership Team is responsible for: Monitoring of implementation

The Governing Body is responsible for: Review of policy

Our Policy:

It is recognised that the transition will bring challenges and opportunities for children. The aim of this policy is to ensure that principles of the policy are matched with the practice enabling the children to settle into their new learning environment in preparation for future learning and development.

Staff will:

- create an appropriate environment for good communication with parents/carers
- work in partnership with parents/carers to support each individual child.
- establish feelings of trust and respect with parents and children
- treat children as individuals to ensure each child has equality of opportunity
- promote self-confidence and positive attitude to learning in all children
- encourage a two-way flow of information, knowledge and expertise between parents/carers and the academy
- ensure all parents and children are made to feel welcome
- there is a professional regard for the information from the previous setting

Process of the Policy

Equality

The children and parents/carers are actively involved in the process and their perceptions about transition are explored and valued.

Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Implementation – policy in practice

Professionals:

Academy staff to liaise with the previous setting and other professionals (where appropriate) to gather information and relevant assessment information.

Encourage early years “feeder” settings to work on some common areas of development in direct preparation for the first weeks of the Autumn term.

Parents/carers will receive an:

- initial welcoming letter
- invite to visit the academy to meet governors, staff and Friends of Fritch Green in an informal setting
- information pack
- e-mail communication link with the academy and Friends of Fritch Green
- staff will meet with parents and children in an appropriate and comfortable setting to get to know the child and family well

Children:

- Will attend a schedule of planned induction sessions at school. One will involve parents or carers and then the children will be encouraged to stay alone to familiarise with the new learning environment and staff
- Opportunity to partake in catered lunches during the second half of the summer term
- Receive communication from the class teacher before the September start
- Staggered start to the school day within the first week of the Autumn term.

Staff:

- Carry out baseline assessment by October half term.
- Plan activities which are based on assessment information from other professionals where available, along with the school’s own baseline assessment.

Further advice

This policy does not stand alone but is implemented alongside relevant academy policies.