



Transition Policy: Nursery to Year 6

Oliver Goldsmith Primary

"Inspiring a love of learning."

Date Ratified: May 2022

Date to Review: May 2025



1.0 INTRODUCTION

- 1.1 At Oliver Goldsmith Primary School we develop the full potential of all learners to enable them to make a greater contribution to our society.
- 1.2 We are an inclusive school where pupils, parents, staff, governors, the L.A. and local services work in partnership to meet the needs of the children.
- 1.3 We ensure that the transition between stages is a smooth and closely monitored process to ensure their full well-being and achievement in their new setting.
- 1.4 We ensure that all learners are supported throughout transition by planning for sound communication between all practitioners involved.

2.0 AIMS

- 2.1 To ensure that a smooth and successful transition is made for all children at all stages.
- 2.2 To ensure that the quality and pace of learning is maintained throughout and children continue to make good progress.
- 2.3 To provide a successful and welcoming transition to the Early Years Foundation Stage from previous settings, either into Nursery or into Reception.
- 2.4 To use Early Years Foundation assessments to inform planning for the Autumn Term of Y1.
- 2.5 To use assessment data to inform planning in Years 1 to Year 6.
- 2.6 To ensure successful transition from Reception to Y1 as a result of a gradual implementation of a more formal KS1 curriculum.
- 2.7 To prepare children for the new challenges and teaching and learning styles offered on the next step of their learning journey.
- 2.8 To monitor children's progress as they undertake this change and support them in their learning.

3.0 THE ROLE OF THE SENIOR LEADERSHIP TEAM (Headteacher, Deputy Headteacher & Assistant Headteachers)

- 3.1 To ensure that records are up to date.
- 3.2 To ensure there is a dialogue and sharing of data and information between old and new teachers which would include key information regarding SEND from SENDCO & Inclusion Leader as well as safeguarding information from the DSL (Designated Safeguarding Leader).
- 3.3 To consult with the Leadership Team (LT) and class teachers regarding related to transition.
- 3.4 To prepare Year 6 pupils for their transition between Primary and Secondary education, linking with Y6 class teachers.

4.0 THE ROLE OF THE EARLY YEARS FOUNDATION STAGE LEADER

- 4.1 The Early Years Foundation Stage Leader (EYFS) will take a lead in the transition process into Nursery, into Reception and into Key Stage 1 to ensure that it is smooth, happy and effective for parents, children and staff.
- 4.2 The EYFS Leader takes responsibility for reporting to the LT on the process and to inform them on changes to national initiatives or policy related to transition.



- 4.3 The EYFS Leader will keep up to date with issues related to this area and inform all staff of CPD opportunities related to transition as well as taking a lead on in-house training.
- 4.4 The EYFS Leader will keep parents informed of the transition process providing information and support by means of a newsletter and/ or parents' workshop, parents' evening, meetings with new teachers and pre-entry visits to class.
- 4.5 The EYFS Leader will ensure that for all children entering our nursery or reception meetings with parents are arranged. Children enter both Nursery and Reception with a staggered intake. Parents are encouraged to help settle their children and to share any concerns at this early stage meeting.
- 4.6 The EYFS Leader will ensure that links are made between the school and nursery providers other than our own, requesting pupil portfolios and learning journeys. Where children have not previously attended our Nursery a home visit can be carried out if deemed necessary.

5.0 THE ROLE OF THE ASSESSMENT LEADER

- 5.1 To ensure that data is transferred between all stages.
- 5.2 To support staff in the analysis of data to inform planning and assessment.
- 5.3 To identify children falling below age-related expectations in Nursery and Reception and ensure that those children continue to cover specific targets/Early Learning Goals in the first term of Reception or Y1.
- 5.4 To identify children in Years 1 to 6 who are at risk of not making expected progress and ensure intervention is provided.

6.0 THE ROLE OF THE CLASS TEACHER

- 6.1 In Y1 to become familiar with the EYFS curriculum, assessment systems and teaching styles used effectively in EYFS.
- 6.2 In Y1 to provide opportunities for child-initiated learning through play as well as directed, focused activity.
- 6.3 In Y1 to build towards a more formal teaching environment over time, increasing time spent sitting and listening so that children remain motivated, enthused and eager learners.
- 6.4 To discuss the transition of individual children during the Summer Term with other class teachers.
- 6.5 To ensure that planning reflects the transition process and caters appropriately for all children's needs.
- 6.6 To ensure that the classroom environment is conducive to a smooth transition between stages.

7.0 THE ROLE OF THE NURSERY NURSE/ LEARNING SUPPORT ASSISTANT

- 7.1 To support the class teacher with transition strategies.
- 7.2 To be aware of the needs of all pupils, especially the very youngest in Nursery, Reception and Year 1.
- 7.3 To work together with the class teacher to create a positive environment to ensure smooth transition between stages.



8.0 IMPLEMENTATION

- 8.1 Successful transition will build upon and extend prior experiences.
- 8.2 Links will be established and maintained between all year groups throughout the year and especially towards the end of the summer term.
- 8.3 Children will visit new classrooms and their prospective teachers towards the end of summer term.
- 8.4 Parents are informed about their child's curriculum for the year by receiving termly Learning Journey Bulletins.
- 8.5 Y1 teachers will visit the FS classes to tell stories, team teach lessons or lead circle times towards the end of the summer term.
- 8.6 Children in Y1 will have access to a range of resources including malleable and mark making materials, construction kits and where appropriate, sand and water as well as being able to take their learning outdoors.
- 8.7 Children transferring from Nursery and joining from other settings will visit the school to meet their new teacher in a planned visit to the FS setting.
- 8.8 Staff involved will meet throughout this process to ensure continuity of provision.
- 8.9 Links are maintained with the local high school to ensure a smooth transition for Y6.
- 8.10 **START DATES FOR NURSERY** – We have three staggered start dates to ensure pupils have the space and time they need to settle in smaller groups. Children with specific needs (SEND/EHCP/LAC/Medical/Pastoral etc.) start in earlier cohorts – this is decided by SLT on a case by case basis. The rest of the places are decided on a random basis. In the interests of fairness and equality, and due to the complexity of the allocation process, **parental requests for start dates will not be taken into account.**
- 8.11 **START DATES FOR RECEPTION CLASSES** – We have three staggered start dates (10 children in each start date) to ensure pupils have the space and time they need to settle in smaller groups. Start dates are allocated on the following basis/in the following order;
 - 8.11.1 1. Children with specific needs (SEND/EHCP/LAC/Medical/Pastoral etc.).
 - 8.11.2 2. Children who have not attended any EYFS settings.
 - 8.11.3 3. Children who have attended EYFS settings BUT not at OGPS.
 - 8.11.4 4. Children who have attended OGPS nursery WITH siblings enrolled in Y1-6.
 - 8.11.5 5. Children who have attended OGPS nursery WITHOUT siblings enrolled.
 - 8.11.6 When the above is applied, where there are any gaps in the cohort of 10, the places are then decided on a random basis by SLT. In the interests of fairness and equality, and due to the complexity of the allocation process, **parental requests for start dates will not be taken into account.**



9.0 MONITORING & EVALUATION

9.1 Assessments of pupil progress will be made by class teachers (EYFS Learning Journeys and assessment data) and these will be shared with all staff.

9.1 All data will be shared and analysed, especially to identify any children falling below expectations.

9.2 EYFS Leader & class teachers will ensure that documents and records are transferred and clarified between year groups / Key Stages.

9.3 The Assessment Leader will monitor progress of all pupils; regular tracking will ensure that needs are addressed.

9.4 Children already identified as having an EHCP/Special Educational Needs will be monitored closely throughout transition as will those identified as vulnerable to under achievement. Information will be shared, as appropriate, with the Inclusion Leader and additional support will be deployed where necessary.

9.5 Planning will be monitored by the Leadership Team.