



**Transition**  
**(Pre-school to Year R and Year R to**  
**KS1)**

Reviewed: July 2016

By: Qualities of Teaching, Learning and  
Assessment team

Agreed Governors meeting – 13<sup>th</sup> July 2016

Next review date: July 2018

## **Rationale**

At Teynham Parochial CEP School we endeavour to ensure a smooth transition for pupils entering school in Year R from pre-schools. Pupils and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school. We recognise that pupils are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition.

## **Aims**

- To provide a smooth transfer from pre-school to Year R for both pupils and their parents.
- To ensure the pupils' emotional well being is a priority.
- To ensure good communication between staff, parents and pupils.
- To raise parents' awareness of school routines.
- To provide a smooth and positive transition between Year R and Key Stage One.

How will this be achieved?

### **1. Pre school visits**

The Reception teacher and teaching assistant will visit pre-schools to meet the pupils in their present settings where they are comfortable. The staff will introduce themselves to the pupils, spend some time playing with them and talking to the pre school staff to find out as much about the pupils before they enter school.

Where visiting the setting is not possible, the Reception teachers will endeavour to speak to the pre-school practitioners to find out information about the pupils who will be joining the school.

Nearly all Teynham's intake is from Teynham Pre-School (on site)

### **2. Admission**

Teynham Parochial CEP School offers one intake in September. If a parent feels that their child is unable to start at this time, consultation with Headteacher will be made. We will support parents in making their choice, understanding the specific needs of the youngest pupils, by emphasising school readiness and the opportunities provided by pre school settings with their high staff ratio.

### **3. Induction**

We offer a gradual induction programme, where children are invited to two afternoon sessions and a longer session in the term before they are due to start school. We support the children during these sessions as they begin to familiarise themselves with the school staff, the environment and other pupils. (They can be supported by carers or parents if appropriate).

The school invites parents to their own welcome session where we explain what they and the pupils can expect when they first start school. Basic routines and expectations are discussed, as well as specific information about the Foundation Stage.

Pupils start coming to school only for morning sessions for the first week, the following week this is then extended to include lunchtimes. The option to start full time is taken jointly with the class teacher and parent at the beginning of the third week.

Once the school year has begun, pupils will be gradually introduced to the routines of the school. In the initial part of the year, parents will accompany the pupils to the classroom door at the start of the school day, ensuring that both parents and pupils feel secure and confident. Parents collect pupils from the gate at the end of the day, and therefore have regular daily contact with the teacher. Initially, pupils will have separate play times to the rest of the school, supervised by Reception teacher and teaching assistant. Assemblies will be carried out in classrooms. During the course of the year, pupils are introduced to routines such as key stage or whole school assemblies and playtimes when appropriate.

In term 2, once pupils have settled in to the routines and are getting familiar with different lessons, parents will be invited to attend curriculum workshops. These enable parents to have a greater understanding of what their children are learning and the educational reasons for this.

#### 4. Transition from Year R to Key Stage One

We recognise that all pupils are individual, and reach different stages of development at different times. Entry into Key Stage One is, therefore, an important transition. We have put into place a number of strategies to ensure that the move from Year R to Key Stage One is a smooth and happy one for the pupils.

The following strategies are implemented:

- Story times with Year 1 teachers during the final term of Year R
- Year R and 1 child initiated session, where pupils can go into any of the two classrooms and sample activities, and build relationships with older pupils and Year 1 teacher.
- Year R and 1 joint trip and games afternoon during the final term of Year R
- Spending an afternoon with the new class teacher.
- Circle time discussions with the Year R teacher about any concerns
- Year R teacher work on developing the pupils' independence, by introducing Year 1 routines in the final term of Year R

Once pupils enter Year 1, teachers continue the transition work, by ensuring that the balance of teacher directed and child initiated learning mirrors early years practice during the first term in Year 1.

The Foundation Stage Profile continues to be used in Year 1 where appropriate.