



**EVERY CHILD MATTERS ACADEMY TRUST**  
**WELLGATE PRIMARY SCHOOL**  
**Early Years Foundation Stage Transition Policy**

The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust

## **INTRODUCTION**

At Wellgate Primary School we want our children to become enthusiastic, creative and active learners. The first step on this journey is within the Foundation Stage.

*‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.*

*A secure, safe and happy childhood is important in its own right.*

*Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’*

(EYFS Statutory Framework September 2021)

## **TRANSITION AT WELLGATE**

At Wellgate Primary School we believe that we should be prepared for the children entering each stage of their learning so we have developed this policy to ensure continuity of learning and a smooth transition for the child.

In the Early Years we acknowledge the following key transitional stages as;

- Home to Nursery
- Nursery 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, Early Years Curriculum and, subsequently, the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners.

Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our Aims are to ensure our children;

- Experience smooth transition periods.
- Receive the early years curriculum and associated experiences for the duration of their time in EYFS at Wellgate.
- Children with specific and individual needs experience a curriculum suited to their needs.
- Continue to have opportunities for structured continuous provision in Year 1.
- Continue to experience teaching that reflects a variety of preferred learning styles.

## **HOME TO NURSERY**

- All Nursery children will receive (where possible) a Virtual Visit prior to their start in Nursery.
- Children are invited to visit Nursery with parents/carers before attending full sessions.
- Children follow a staggered start to enable them to settle in as smoothly as possible



- All children settle in differently, routines may be adjusted to support individuals as necessary

### **NURSERY TO RECEPTION**

- As our Nursery and Reception children are taught in separate parts of the school building, Nursery children will attend regular special assemblies in order to familiarise themselves with the main school building.
- Teachers will meet in the summer term to discuss the children they will be 'handing over'.
- Teachers will inform staff of the pupils' academic abilities, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.
- The EYFS Leader will visit the children who are joining Wellgate for the Reception Year at their Nursery setting wherever possible – this will allow staff to share records and key information with Wellgate, as well as allowing us to see the child in a comfortable environment.
- In the Summer term the Nursery teacher will support the EYFS Leader in grouping the children according to friendship groups to enable putting into classes.
- Children will be given the opportunity to visit the class they will be starting in September and will meet their new teachers over the second half of the Summer term.
- Two meetings will be held during the Summer term for all the parents whose children are due to enter Reception the following academic year. One for children attending Wellgate Nursery and one for children joining us from other Early Years Settings. At these meetings the parents will meet the EYFS Team and other relevant staff, they find out about activities, routines and are given the opportunity to ask any questions. All parents are given a copy of the early years information pack and an 'All About Me' profile to complete with their child prior to starting.
- All children are invited to stay for lunch as part of the transition process.

### **TRANSITION FROM EYFS CURRICULUM TO NATIONAL CURRICULUM**

Year 1 teachers will be invited to:

- ✓ Observe the reception teaching area at different times during the year to increase their own understanding of the curriculum the children are used to.
- ✓ Identify opportunities for continuous provision in Year 1 curriculum through sharing of ideas and good practise with colleagues, both within and outside the school.
- ✓ 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.
- ✓ To fully consider the children's different abilities and plan for individuals/groups of children.
- ✓ Teachers will meet in the summer term to discuss the children they will be 'handing over'.
- ✓ Teachers will inform of the pupils' academic abilities, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times

### **EQUAL OPPORTUNITIES, INCLUSION & SPECIAL EDUCATIONAL NEEDS**

(For further details see the relevant whole school policies)



The Early Years Foundation Stage is taught in accordance with the present, relevant policies for Wellgate Primary School. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- The buildings are all accessible to children with physical disabilities.
- Our curriculum respects the ethnicity, faith and cultural heritage of each child. We ensure that our provision, visitors and activities reflect the varied world we live in.
- It is the responsibility of the school that we identify and support the children in our care with additional educational needs, including engaging the support of EAL teachers where appropriate.

Reviewed By Siân Belt  
Endorsed By K. Richardson  
Approved By K.Richardson

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