



# SALTBURN PRIMARY SCHOOL

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Transition Policy  
Early Years to Key Stage 1

Next review date: November 2026

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## PURPOSE

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This policy outlines the approach to supporting children as they transition between key stages: Starting Nursery, Moving from Nursery to Reception, and Moving from Reception to Year 1. Our aim is to ensure that transitions are smooth, positive, and developmentally appropriate, minimizing anxiety and promoting continuity in learning.

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## PRINCIPLES

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- Child-Centered Approach: Every child's emotional, social, and academic needs are prioritized.
- Partnership with Parents: Parents are key partners in the transition process.
- Consistency and Familiarity: Children benefit from familiar routines, environments, and adults.
- Gradual Adjustment: Transitions are phased to allow children time to adapt.

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## SAFEGUARDING

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All transitions will comply with statutory safeguarding requirements. Staff will remain vigilant and report any concerns following the school's safeguarding policy.

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## TRANSITION INTO NURSERY

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### **Pre-Entry Visits**

Parents and children are invited to attend stay-and-play sessions before the official start date. These sessions allow children to explore the classroom environment, interact with peers, and become familiar with routines. Parents can meet staff, ask questions, and share important information about their child's needs, interests, and comfort items. This helps build trust and reduces anxiety for both children and families.

### **Home Visits**

Staff visit the child's home prior to starting nursery. This provides an opportunity to observe the child in a familiar setting, gather information about daily routines, and discuss any specific needs or preferences with parents. Home visits help establish a strong relationship between staff and families and give children a sense of security when they see familiar faces on their first day.

### **Staggered Start (where applicable)**

A staggered start means introducing children to nursery gradually rather than beginning full-time immediately. Children attend for shorter sessions at first, then build up to full days over time. This approach helps reduce anxiety, allows children to adjust to new

routines and environments at their own pace, and gives staff the opportunity to provide individual attention and support during the settling-in period.

### **Key Person System**

Each child is assigned a designated key person who acts as their main point of contact. The key person builds a secure attachment with the child, supports emotional well-being, and communicates regularly with parents. This system ensures consistency and helps children feel safe and valued as they adjust to the new environment.

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## TRANSITION FROM NURSERY TO RECEPTION

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### **Information Sharing**

Nursery staff share detailed developmental records, observations, and any additional needs with Reception teachers. This includes progress in prime and specific areas of learning, strategies that work well for the child, and any support plans. Sharing this information ensures continuity and helps Reception staff plan for individual needs from day one.

### **Joint Activities**

Children are invited to visit the reception classroom for short sessions, such as story time, play-based activities, or creative projects. These visits help children become familiar with the new environment, routines, and staff. Activities should be fun and interactive, encouraging confidence and reducing anxiety about the move.

### **Parent Meetings**

Reception teachers meet with parents before the transition to explain expectations, routines, and curriculum changes. These meetings provide an opportunity for parents to ask questions, share concerns, and understand how they can support their child at home.

### **Visual Supports**

Photos of the Reception classroom, staff, and key areas (e.g., reading corner, outdoor space) are sent home or displayed in the nursery setting. Visual aids help children recognize familiar faces and spaces, making the transition smoother.

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## TRANSITION FROM RECEPTION TO YEAR 1

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### **Curriculum Bridging**

Year 1 teachers adopt a play-based approach at the start of the year, gradually introducing more structured learning. This helps maintain continuity with EYFS principles while preparing children for the National Curriculum.

### **Classroom Visits**

Reception children spend short sessions in Year 1 during the summer term. These visits

allow them to explore the new classroom, meet their teacher, and experience routines such as lining up or sitting at tables.

### **Staff Collaboration**

Reception and Year 1 teachers meet to discuss each child's progress, strengths, and areas for support. This includes reviewing assessment data, learning styles, and any additional needs to ensure a smooth handover.

### **Parent Communication**

Information sessions are held for parents to explain changes in curriculum, routines, and expectations in Year 1. Parents receive guidance on how to support learning at home and manage the transition confidently.

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## STATUTORY REFERENCES

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Early Years Foundation Stage (EYFS) Statutory Framework (DfE, 2023): Emphasizes smooth transitions and continuity of learning.

Department for Education Guidance on Transition: Supports phased and child-centered approaches between stages.

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## TIMELINES AND CHECKLISTS

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### **Nursery Entry (Upon entry-point):**

- ✓ Schedule home visits: Allocate staff, confirm dates with parents, prepare observation sheets.
- ✓ Organize stay-and-play sessions: Set up play areas, prepare age-appropriate resources, ensure staff availability.
- ✓ Prepare welcome packs for parents: Starting Nursery Social Story, All About Me Pack, Evidence Me Guide, Characteristics of effective learning information,
- ✓ Create a communication plan: Share key dates and expectations via email or printed letters.
- ✓ Assign key person. Ensure each child has a designated staff member for emotional support.

### **Nursery to Reception (Summer Term):**

- ✓ Share developmental records: Complete transition forms, highlight strengths and areas for support.
- ✓ Arrange classroom visits: Schedule short sessions, introduce children to new routines and staff.

- ✓ Conduct parent meetings: Discuss curriculum changes, answer questions, and provide reassurance.
- ✓ Prepare visual aids/social story: Photos of Reception classroom and staff sent home to reduce anxiety.
- ✓ Coordinate with SENCO: Ensure additional needs are addressed in transition planning.

### **Reception to Year 1 (Summer Term):**

- ✓ Shared Play Sessions: Arrange opportunities for Reception and Year 1 children to play together in familiar environments.
- ✓ Use small groups to encourage interaction and build friendships.
- ✓ Hold staff transition meetings: Reception and Year 1 teachers review progress and agree on strategies.
- ✓ Provide parents with curriculum information: Share Year 1 expectations and learning approaches.
- ✓ Adapt classroom environment: Include familiar resources and maintain play-based learning initially.
- ✓ Monitor emotional well-being: Schedule regular check-ins during the first term.

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## TRANSITION STATEMENTS: PRE-NURSERY – YEAR 1

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At Saltburn Primary School, we have devised transition statements to provide clear expectations for what children should be able to do upon entry to each stage of the EYFS and as they transition into Year 1. These statements outline the skills we expect children to demonstrate at the start of each phase, helping teachers plan developmentally appropriate activities and monitor progress effectively. They also support parents in understanding the skills their child is working towards, fostering strong home-school partnerships. In addition, our transition statements ensure continuity and progression by linking early learning goals to the National Curriculum, preparing children for formal learning in Year 1.

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## PARENTAL ENGAGEMENT

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We recognise that strong partnerships with parents and carers are essential to a successful transition from Early Years to Key Stage 1. We are committed to working collaboratively with families to ensure they feel informed, valued and confident throughout the transition process.

Our approach includes:

- Regular communication: Parents receive clear information about curriculum expectations, routines and learning approaches in both Reception and Year 1.
- Transition meetings and workshops: Opportunities are provided for parents to meet Year 1 staff, explore the learning environment and understand how the curriculum builds on EYFS provision.
- Sharing individual information: Ongoing dialogue with parents ensures that children's strengths, interests, and needs — including SEND or pastoral considerations, are understood and planned for.
- Open-door partnership: Parents are encouraged to raise questions or concerns at any stage, and staff remain approachable and proactive in offering guidance and support.
- Support materials: The school provides resources such as transition booklets, photographs of new classrooms, and guidance on how parents can support learning and well-being at home.

Through effective communication and strong relationships with families, we ensure that children experience a smooth, confident and well-supported transition to Year 1.

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## EYFS BASELINE ASSESSMENTS

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### **Nursery Entry**

- Baseline assessments are conducted when children first start Nursery. Staff use observations and interactions to identify each child's starting points across the prime and specific areas, in line with our curriculum's baseline assessment statements. This information informs planning and ensures that learning activities are tailored to meet individual needs.

### **Reception Entry**

- Reception staff complete baseline assessments during the first weeks to identify each child's skills across both prime and specific areas. Assessments include observations that build on previous Nursery knowledge, practical tasks, and parental input. The outcomes inform planning, support smooth progression from Nursery, and identify any additional support or enrichment needed as children continue their journey towards the National Curriculum.

### **EYFS References**

- Development Matters (DfE, 2021): Provides guidance on what children should learn and the milestones they should reach from birth to age 5.
- Early Learning Goals (ELGs): The expected level of development for children at the end of the reception year across all seven areas of learning.
- Prime Areas: Communication & Language, Physical Development, Personal, Social & Emotional Development.
- Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts & Design.

### **National Curriculum References**

- Year 1 English: Reading and Writing – Building on phonics knowledge and developing sentence structure.
- Year 1 Mathematics: Number and Calculation – Understanding addition, subtraction, and number bonds.
- Year 1 Science: Exploring plants, animals, and everyday materials.
- Year 1 Art & Design: Using a range of materials creatively to design and make products.
- Year 1 Physical Education: Developing coordination, balance, and movement skills.
- Year 1 PSHE: Understanding relationships, emotions, and personal well-being.

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## MONITORING AND REVIEW

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The effectiveness of transition arrangements will be reviewed annually, incorporating feedback from staff, parents, and children.

This policy aims to ensure that every child experiences a smooth, positive transition into the Early Years Foundation Stage, fostering confidence, security, and a love of learning. We are committed to working in partnership with parents, carers, and external agencies to provide continuity of care and education. Regular reviews of this policy will take place to reflect best practice and statutory requirements.