



St Antony's Catholic Primary School

Transition Policy 2025-2026

School Mission Statement

God is at the heart of our school.

With the help of our community, we will strive to learn, love and achieve.

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Introduction

“The first 5 years have so much to do with how the next 80 turn out” ***Bill Gates***

Within this document, the term Early Years Foundation Stage or EYFS is used to describe children who are in our Nursery and Reception classes. The EYFS precedes Key Stage One of the National Curriculum.

Early Years Aims

At St. Antony’s we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We aim to support children and parents from admission, enabling them to make an effective transition from home or pre-school through to school. Through our EYFS provision we work towards creating confident, capable, happy learners who reflect our school’s ‘Be Attitudes’ -

Be organised, Be humble, Be responsible, Be disciplined, Be considerate, Be understanding, Be healthy & Be the change you want to see

Policy Aim

The aim of this policy is to provide a framework which allows smooth transition through the Early Years Foundation Stage and when moving on from the play-based learning found in Reception to the national curriculum in Year One. Smooth transitions will ensure children feel safe, secure and happy as well as enabling them to make robust progress in their learning. Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with all professionals involved as well as parents.

Key principles for good practice in supporting successful early years transitions are closely linked to the four guiding principles set out in the 2025 statutory framework for the Early Years Foundation Stage (EYFS). At St Antony's transitions are planned for based on these four principles and with the child at the centre of the process.

Unique Child

- Recognise that all children can be vulnerable at times of change and so it is important prepare children for change
- It is important that all children experience a positive transition, with appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment

Positive Relationships

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals
- Listen to and acknowledge the important role of parents and carers throughout all transitions
- An essential element of an effective transition is for settings and schools to work together, to establish a clear understanding of the children they are working with

Enabling Environments

- Children cope better with transitions when conditions are similar and the process of change takes place gradually over time
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure

Children Learn and Develop in Different Ways and at Different Rates

- Ensure that consideration is given to the child's holistic needs, it is important to ensure that the continuity of children's experiences involves all aspects of their care and learning

Home to Nursery

School meetings are held before children start in Nursery by a Nursery Teacher and Nursery Nurse. Children's likes, dislikes and interests are discussed as well as other important information to allow staff to better understand the children and their needs.

When children begin Nursery, they are invited, along with their parents, into school for a stay and play session, which allows them an opportunity to meet with other children and parents as well as the Nursery staff. Children are then invited to spend time within the Nursery setting with their parents, followed by a day whereby the children spend an hour in the setting without their parents.

A staggered entry system is used over the first week, starting with the youngest first to enable children to be part of a small group on entry allowing them a one to one focus from all adults and time to adjust and transition more smoothly.

In the Autumn term, Nursery teachers will hold a welcome meeting as a chance to go over the daily routines and expectations of the school as well as providing an opportunity for parents to ask any questions they may have.

Nursery to Reception

When children join our Reception classes they are invited, along with their parents, for an informal welcome stay and play picnic, which will give the children and the parents opportunities to meet with the class teachers and to become familiar with the school, it also provides an opportunity to meet with other children and parents as well as the Head teacher and Early Years Phase Leader.

School meetings are made before children start in Reception at the start of the academic year with the Reception staff. Children's likes, dislikes and interests are discussed as well as other important information to allow staff to better understand the children and their needs.

Children are then invited, along with their parents, into school for a stay and play session, which allows them an opportunity to meet with other children and parents as well as the Reception staff.

Reception operates a staggered entry system, where 15 children will start each day for 5 days starting with the youngest first. During the first two weeks of Reception children free flow between the classrooms and outside area, this allows staff to observe them with other children and within the setting to ensure they are happy and settled. Children are allocated their classes and class teacher at the end of this two-week period, which allows staff to assess their needs and understand their personalities better to make the right decisions for their learning and wellbeing. Children who attend our Nursery will take part in a transition session during the Summer term where they will leave the Nursery and come to the Reception classrooms to take part in set activities. This session allows children an opportunity to become familiar with the adults working in Reception as well as the environment.

In the Autumn term, Reception teachers will hold a welcome meeting as a chance to go over the daily routines and expectations of the school as well as providing an opportunity for parents to ask any questions they may have.

Nursery to Reception

In the final term of Nursery, the Reception teachers will meet with the Nursery staff and discuss each child's development against the Early Learning goals in order to support a smooth transition to

Reception. This discussion aids the Reception teachers to plan an effective and appropriate curriculum that will meet the needs of the children.

Reception to Year One

During the Summer term Reception children will take part in a transition session where they will leave Reception and come to the Year One classrooms to take part in set activities. This session allows children an opportunity to become familiar with the adults working in Year One as well as the environment.

In the final term of Reception, the Year One teachers will meet with the Early Years staff and discuss each child's development against the Early Learning goals in order to support a smooth transition to Year One. This discussion aids the Year One teachers in planning an effective and appropriate curriculum that will meet the needs of all the children.

To ensure smooth transitions during the first half of the Autumn term Year One will include elements of play-based learning in the environment alongside more formal approaches. Continuous provision style activities will be set up in the Year One environment which children will be familiar with. Activities such as construction, sand and water, malleable materials, small world, fine motor skills activities, creative area, role play props as well as a maths and writing area will be included. Children will learn through free flow provision when not undertaking guided adult sessions as they did in Reception. Year One teachers will gradually reduce children's access to Reception style learning and introduce a more formal approach in line with the rest of the school. Phonics session will continue in the same way they have been taught in Reception.

Parents and Transition

At St Antony's we truly believe that a strong connection between home and school allows children to get the very best from their education. We recognise that parents are the first educator in their child's life and it is our wish to create positive partnerships with families from the outset. A close link between school and parents from the outset is essential during the transition process. Our aim is to develop a shared understanding and thorough communication between school and parents and carers in order to access the wealth of information you can give us about your child. To understand a child's likes and dislikes, interests and skills enables teachers to plan opportunities to engage the children in the learning process from the beginning as well create welcoming environments based around the child to facilitate smooth transitions. We feel that involving a parents and carers fully in the transition process can not only reduce anxiety greatly for them, but also for their child.

We aim to involve parents and carers in school life and their children's education as much as possible. We run a number of 'tours' and open days for parents & carers considering making an application for our Nursery or Reception. For children offered a place, parents are invited to a welcome picnic at which a number of stakeholders will share key information with parents in preparation for the September start. We also conduct meet the parent visits in school on entry, to Nursery or Reception (if the child did not attend our Nursery) in order to find out more about their family and discuss their child's likes, dislikes and interests as well as anything else they see as important.