

Our Lady Star of the Sea Catholic Nursery School

Transition policy

Mission Statement

"You are precious in my eyes" - Isaiah 43

- *Our Lady Star of the Sea Catholic Nursery School is committed to the widest and fullest education of all children in a partnership between home, nursery, parish and community.*
- *Our nursery aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our nursery aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospels*

Starting nursery, changing settings or starting school is an exciting time for children, but can also be a challenging and anxious time for both the children and their parent/carers. At Our Lady's we are committed to putting the needs of the child first. By working together, the nursery staff, parents/carers and sometimes other professionals can make transitions as smooth as possible for all concerned.

Evidence suggests that for a smooth transition to take place there needs to be a combination of:

- Effective communication between staff on each side of the transition
- Parental engagement
- A thorough induction programme, and
- A focus on both continuity and progression in pastoral and curricular content

Principles that underpin this policy

The principles that underpin our transition policy are founded on the principles that:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous setting.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase.
- There should be a professional regard for the information from the previous setting.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.

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- Transitions are not overlooked or left to chance, but thought about and planned in advance.

Starting Nursery

At Our Lady's we work very hard to ensure the transition from home to nursery is as stress free as possible by:

- Offering home visits, which will give parents/carers the opportunity to meet the nursery manager and deputy to discuss the needs of their child. Home visits will provide the child with a familiar face whilst they are settling into nursery life.
- Prior to starting nursery parents will be asked to complete an 'All about me' booklet with their child. This information will support staff during the settling in period.
- We ensure that parents/carers are given plenty of information about all aspects of the nursery before their child starts.
- Parents/carers have opportunities when dropping off and collecting their child to talk with their key person about their day, activities their child has taken part in, what they've eaten etc.
- It is clear to parents/carers from the start that they are welcome and supported at the nursery for as long as it takes to settle their child, and subsequently during their child's time at nursery.
- Each child is different so we work with parents/carers to find out the best way to ease their child into nursery life.
- The nursery has a daily routine that we feel is very important to the children as it allows them to know what is happening next, when they will be collected etc.
- Parents/carers are welcome to telephone throughout the day to see how their child is settling.

Starting Reception

At Our Lady Star of the Sea we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding.

We endeavour to ensure a smooth transition for all children between nursery and Reception class whether it at Our Lady Star of the Sea School or another primary school in the locality.

We acknowledge that all children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life.

We recognise that children are vulnerable at this stage of transition and as such implement a range of strategies and activities to ensure a smooth and happy transition.

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

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We aim:

- To provide a smooth transfer from nursery to Reception for both children and their parents/carers
- To ensure that the children's emotional well-being is treated as a priority
- To ensure good communication between staff, parents and children
- To raise parents awareness of school routines and how to support their child at school
- To provide a smooth and positive transition ensuring the EYFS is effectively communicated.

Initial preparations

At Our Lady's transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance by;

- The Reception teacher spending designated time in nursery each term, observing children in their familiar environment and observing practice.
- By allocating additional time during the summer term for Reception and nursery to discuss ongoing assessment.
- Nursery children visiting reception as often as is practicable during each term.
- Planning at least one joint project between Reception and nursery each year.
- Arranging for the passing on of information to parents about the transition process.
- Inviting parents and carers to meet the reception teacher/support staff (where practicable) and explore the reception environment.

Building on what children know and understand

- Areas of provision are planned for in Reception, similar to those in nursery, but with appropriate challenge and adult directed activities.
- Reception and nursery staff meet to discuss assessment information prior to starting Reception.
- Reception and nursery staff meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Reception.
- Throughout the year, Reception and nursery staff occasionally work in each other's classes to help develop a greater understanding of children's learning.

Creating an appropriate environment

- The reception classroom has areas of continuous provision to support and extend children's independence skills.
- All staff receive regular training on how to provide a high quality learning environment.

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Next Review: Autumn 2024

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- Reception staff visit nursery to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- The areas of provision in Reception plan for appropriate learning objectives with more challenge and teacher focused tasks.
- Children in reception have access to an outdoor learning environment to support teaching and learning.

Our Methods:

Effective Communication

- Transition meetings between the child's key-person and the Reception class teacher will be held before a child begins school to enable sharing of information and written records. The class teacher will retain and continue these records to inform planning.

Parental Engagement

- Parents of new starters are invited to an induction meeting in which they can meet with class teachers, look around the classroom and ask questions.
- An 'All about me' booklet is given to all new parents during an parents induction evening

Induction Programme

- New admissions are invited to an induction morning or afternoon in reception prior to starting school.
- During the induction day the children are invited to explore their future environment in the company of their new class teacher. This supports the children to gain ownership of the environment they will be working in.

Transition to another setting/school

Sometimes children will move to a new setting. In this situation we will ensure that the child's tracking records at the time of transition is fully up to date and ready to pass on to the new setting if requested. If needed, and with the parents/carers permission we are always available to talk with the new setting and share any information that may be useful to the transitional procedure.

If the teacher/practitioner from the new school or setting wish to arrange transition visits to Our Lady's they are most welcome.

Signature of Chair of Committee members: _____ **Date:** _____

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Signature of Nursery Supervisor: _____ Date: _____