

Nursery to School Transition Policy

1 Introduction

Moving on can be both an exciting and challenging time. Starting a new setting is a big step for children and the rest of the family. It can be difficult to predict how children will react to their first days at school. However with some preparation and thought we can make this time enjoyable and fun! This policy outlines the approach St Michael and St John's takes to ensure the transition from nursery to primary school is a smooth process that results in a positive experience for everyone.

2 Aim

- To provide a smooth transfer from home/ nursery to reception.
- To ensure that Development Matters documents is transferred from settings to ensure continuity in learning.
- To develop close links and effective links between home/ nursery/ school.
- To ensure that the children's emotional well being is a priority.

3 Organisation of the Foundation Classroom

The classroom follows on from the Nursery setting where children are actively involved in planning and choosing resources. Routines and the structure of the day closely follows on from the nursery setting and visual timetables are followed, so that children are aware of the school day. This is built upon during the term as the transition from Nursery is completed.

Stimulating activities are available to children within the Continuous Provision.

These include:

- Reading Area
- Writing Area
- Maths Tables
- Role-play area
- Sand and Water
- Small World Boxes
- Construction Toys
- Investigative play
- Modelling
- Painting, drawing, chalk etc
- Games, toys etc
- Music and percussion
- ICT
- Outdoor provision

3 The process of settling children into school

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. Together, we have developed strategies that ensure children settle into school by nurturing the individual needs of children.

We do this through:

- inviting all parents to an induction meeting during the term before their child starts school;
- talking to parents about their child before their child starts in our school;
- the teacher visits all children in their pre-school setting prior to their starting school;
- the children have the opportunity to spend time with their teacher before starting school;
- children and parents stay for lunch on one of their induction days;
- children receive special transition booklets informing them about the daily routine and staff prior to starting school;
- 'All about me' booklets are sent home prior to the child starting school.
- Children take home 'story sacks' during visit days, to promote early reading skills.
- organising key worker sessions, where children have the opportunity to develop relationships with key members of staff and promote communication and language skills;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns.
- arranging for children to start school in September, over the first week for half days allows the teachers to become more familiar with the child. We encourage parents to stay if there are problems with the child's admission;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents. Half termly coffee mornings allow parents to come and visit our setting to observe and assist their children in their learning;
- offering a range of activities that support the involvement of parents. There is regular communication with home through half termly newsletters.
- arranging a reading meeting early September to discuss the schools reading policy;
- Parents are actively encouraged to complete the 'transition from nursery to school' questionnaire.

- **Signed:**
- **K Clarkson**
- **Reviewed March 2019**