



Policy Statement

At Marston Montgomery Primary, our approach to transition is rooted in the **Statutory Framework for the Early Years Foundation Stage (EYFS)**. We recognise that children learn and develop best when they feel safe, secure, and emotionally supported, and that effective transitions are key to children’s wellbeing, learning, and development.

This policy sets out how we support children as they transition from pre-school settings into school, from home to school, within the Early Years environment, and from the EYFS into Key Stage 1.

EYFS Principles Underpinning Transition

Our transition practice reflects the four overarching EYFS principles:

1. A Unique Child

We recognise that every child is a unique individual who develops at their own pace. Transitions are planned as gradual processes, responsive to each child’s individual needs, interests, and stage of development.

2. Positive Relationships

We prioritise secure, respectful, and trusting relationships between children, families, and practitioners, recognising that children learn to be strong and independent through positive relationships.

3. Enabling Environments

We provide environments that support learning through play, exploration, and independence. Consistency, familiarity, and thoughtful adaptations enable children to feel confident and ready to learn.

4. Learning and Development

Transitions are planned to support children’s progress across the seven areas of learning, with particular emphasis on Personal, Social and Emotional Development (PSED) and Communication and Language, as foundations for future learning.



Intent

Vision

To ensure every child feels safe, happy, and confident during transitions, enabling them to develop resilience, independence, and foster a lifelong love of learning, and to be well prepared for the future.

Aims

- To support children in developing their emotional resilience
- To support children's emotional wellbeing and sense of belonging
- To promote secure attachments with familiar adults
- To ensure continuity of learning from pre-school to school and from EYFS to KS1
- To work in partnership with parents and carers
- To develop independent children who demonstrate a positive attitude to learning
- To prepare children for the expectations of Key Stage 1

Implementation

Transition into School (Pre-School / Nursery / Home to School)

In line with the EYFS emphasis on partnership working and continuity:

- Key adults visit pre-school and nursery settings to build relationships with the settings and parents
 - Practitioners meet individual children in familiar settings to establish relationships and gather baseline information to support children's starting points
 - Little Monkeys Stay and Play Sessions provide gradual introductions to the Early Years environment, supporting children to explore indoor and outdoor provision alongside their parents.
 - Themed events throughout the year support familiarity, routine, and a sense of belonging.
 - Strong parent partnerships are established through meetings, open mornings, one-to-one visits, and ongoing communication.
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Induction Arrangements

Consistent with EYFS guidance on transition and emotional security:

- A parents' information meeting is held, including guidance on school readiness and how learning is supported through play.
- Children attend three induction mornings, with opportunities to stay for lunch with parents initially before attending independently.
- Children create a diary over the summer prior to starting school, including photographs of family and significant experiences. These are used within the classroom to support emotional security and a sense of continuity.

Transition Within the EYFS Setting

To support children's ongoing development and confidence:

- Planned activities support children in becoming familiar with the environment, routines, and peers.
 - Adults model language, behaviour, and how to use areas of provision appropriately.
 - Continuous provision and themed learning promote independence, exploration, and problem-solving.
 - Learning opportunities support the Characteristics of Effective Learning:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically
 - Visual timetables (Widgets) support understanding and predictability.
 - Adaptations such as now-and-next boards, social stories, ear defenders, and wobble cushions are used where appropriate to meet individual needs.
 - Daily routines include explicit teaching of emotions, self-regulation, and social skills, supporting PSED outcomes.
 - Familiar adults are present throughout the day to ensure consistency and emotional security.
 - Older children support younger children during the school day, starting by greeting them at the gate and supporting them coming into school
 - An open-door policy is in place for as long as a child needs so parents can come into school to settle their children.
 - Parents are invited to support their children on trips if transitions are more challenging.
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Transition from EYFS to Key Stage 1

In line with EYFS guidance on preparing children for future learning:

- Children are gradually introduced to changes in routines and expectations.
- Learning opportunities continue to support independence, resilience, and sustained attention.
- Practitioners work collaboratively to ensure continuity of provision, pedagogy, and assessment.

Impact on Children’s Learning and Development

Effective transition ensures children are

- Confident and resilient learners – who are able to persevere, try new experiences, develop a positive ‘have a go’ attitude and demonstrate secure personal, social and emotional development managing their feelings and forming positive relationships.
- Articulate communicators – who communicate confidently and effectively by holding conversations, asking questions and listening to and understanding others
- Independent and curious learners – who are curious and develop positive attitudes and behaviours for learning. They are able to make informed choices, lead their own independent learning and are motivated to challenge themselves.
- Key stage 1 ready – being prepared to adapt to less play-based learning in Key Stage 1

Monitoring and Evidence

The impact of transition arrangements is evaluated through:

- Parent and carer feedback
- Observations of children thriving in new settings and when transitions occur
- Data showing progress from baseline assessments
- Evidence of successful transition into Year 1
- Children’s engagement, wellbeing, and progress over time