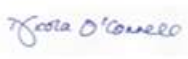
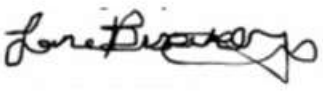
Holtsmere End Infant and Nursery School

Transition Policy

Date: December 2025

Signed:

Nicola O'Connell – Headteacher 

Jane Bisseker – Chair of Governors 

Introduction

Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new school family and teachers to begin the process of building sustainable relationships with all families in order to ensure children make good progress during their time at school. A strong transition process with clear procedures and policy followed by all members of staff helps to ensure no child is overlooked.

Parental understanding of, and engagement with, the transition process is essential. Parents are their child's first teacher and as such effective communication is an important aspect of good transition. Communication at every level - child, parent, class teacher, school leadership - enables parents to understand the systems in place and the rationale behind them, and effectively engage with the process.

Good transition supports good learning, and effective transition processes year after year will enable children to build the confidence and resilience necessary to becoming life-long learners. It is important that all adults (school and home) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, be it for the first time as they start school or as they near the end of their Infant school journey in Year 2.

Carefully planned transition processes should help to ensure children view education as a positive experience. It should support the stability of children's attainment as they transition between year groups. Good transition should help to eliminate, and certainly reduce, any 'learning dip' sometimes seen in September, perceived by many to be caused by the long summer holiday. With good transition processes in place, teachers will be quick to assess children accurately and begin to move them on in their learning journey, resulting in rapid and sustained progress. Where there may be concerns, effective transition processes will enable teachers to work closely together with a range of staff (previous teacher, new teacher, key stage leader, SENCo etc) to identify these children at risk and quickly put into place rapid and effective intervention to close the gap.

Transition Policy – Aims

1. **Effective Communication**

To ensure there is effective and professional dialogue between teachers on each side of the transition process.

2. **Parental Involvement**

To ensure home/school communication channels are strong and parental engagement is high.

3. **Continuity and Progression**

To ensure there is secure continuity and monitored progression in order to maximise learning potential.

4. **Induction**

To ensure there is a clear and consistent induction process in place in order to enable a smooth transition for all children as they move through the school.

In order to ensure we are meeting these aims we:

- Make early contact with parents new to school
- Send a comprehensive starting school pack (including information about school registration, data protection, communication, Holtsmere End Infant and Nursery School procedures, school lunches including FSM, school uniform, HSA (Home and School Association)) so that parents have all the information they need.
- Offer all children and parents the chance to visit the school, look around and meet their teacher prior to starting. They can also spend time in the classroom.
- Parents of children in the earliest years (Nursery, Reception,) are invited to a parent meeting in the half term before they start school. The meeting clearly outlines the social, emotional and academic expectations of each year.
- Parents of children in EYFS receive a home visit prior to starting school.
- Children attending other pre-schools are visited in their setting before starting Reception.
- Children in EYFS attend an open morning the Saturday before they are due to join our school, usually at the beginning of September.
- Children in EYFS attend in small groups with their parent in the week before they start. Teachers and other team members are able to spend considerable time speaking with parents and children and information is shared. Due to the small numbers present children are able to explore the environment and parents have opportunities to ask pertinent questions.
- Children new to school (EYFS) have staggered and flexible start dates and ideally wherever possible attend part time in first few weeks.
- Joint team meetings for transition (particularly critical for Reception/Year 1 and Year 2/Year 3) including class allocations.
- Ongoing joint key stage meetings and staff INSET for moderation (especially Reading, Writing, Maths).
- Where appropriate, LA statutory moderation meetings attended by current teacher and feeder teacher.
- Whole school swap morning– new classes meet their new teachers and parents are informed of their child's new class teacher.
- All teachers engage in professional dialogue during handover transition meetings and all relevant summative assessments and next steps are passed onto new class teacher.
- 'Curriculum/Meet the teacher' meetings held early in the Autumn term so that parents have the chance to meet new teachers and learn about class procedures ie homework and reading at home
- School SENCO involved at the earliest opportunity to support vulnerable children and families.

Transition Overview

Early Years Transition

EYFS - into Nursery

- School Nursery tours offered by Headteacher prior to application deadline
- Parents meeting in Summer term prior to starting
- All children given a transition book with photographs of the classroom, staff, outdoor areas in the summer term prior to starting school in order for it to be shared throughout the summer break
- Group visit to Nursery
- Home visits for all
- Staggered start with key groups attending with parents prior to all of the children starting Nursery
- Flexible start dates (with further visits arranged first if required)
- Children in EYFS attend an open morning the Saturday before they are due to join our school, usually at the beginning of September.
- Small group visits in September with parents

EYFS - Nursery to Reception

- 'Starting School' School Tour offered by HT prior to applications – Autumn term
- Parents meeting in Summer term
- Home visits for all new to the school
- All children given a transition book with photographs of the classroom, staff, outdoor areas in the summer term prior to starting school in order for it to be shared throughout the summer break
- Staff visit the child's current setting
- Previous teacher/new teacher professional conversation (in person, by telephone or e-mail)
- EYFS assessment, class teacher reports and learning journals passed on
- Children in EYFS attend an open morning the Saturday before they are due to join our school, usually at the beginning of September.
- Small group visits in September with parents

EYFS/KS1 - Reception to Year One

- Year One teachers to observe learning in Reception (Maths and English)
- Year One teachers to make regular drop-in and story visits to Reception classes
- Whole school swap morning
- 'Curriculum/Meet the teacher' meetings held early in the Autumn term so that parents have the chance to meet new teachers and learn about class procedures ie homework and reading at home
- Joint team meeting EYFS/KS1 moderation
- Previous teacher/new teacher professional conversation with follow up in the 3rd week of September for further advice and to answer any queries
- Where possible, joint Summer/Autumn Progress Meetings, sets and confirms new targets.
- EYFSP results, class teacher reports, learning journals and writing books passed on
- SENCO to be closely involved with transition of vulnerable children.
- Continued ongoing support throughout Autumn term.

- All children given a transition sheet to take home with photos of their child's new teacher, support staff, classroom and playground
- Teachers provide an 'All about me' information sheet in order for children to get to know a little bit about their teacher
- The classroom is set up with familiar resources and the EYFS areas of learning incorporated. There are opportunities for child initiated learning through the first half term or longer if required

KS1 - Year One to Year Two

- Whole school swap morning
- Previous teacher/new teacher professional conversation with follow up in the 3rd week of September for further advice and to answer any queries
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Year 2 teachers should be aware of EYFS results, Year 1 attainment and PSC scores
- Where possible previous teacher undertake drop-ins Autumn term and discuss children at team meeting
- SENCO closely involved in order to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified and flagged up with new teacher
- 'Curriculum/Meet the teacher' meetings held early in the Autumn term so that parents have the chance to meet new teachers and learn about class procedures ie homework and reading at home
- All children given a transition sheet to take home with photos of their child's new teacher, support staff, classroom and playground
- Teachers provide an 'All about me' information sheet in order for children to get to know a little bit about their teacher
- Leuven scales used to determine children's wellbeing and adjustments made in order to address any issues

KS1/KS2 - Year Two to Year Three (Holtsmere End Junior School on the same site)

- SENCO meetings
- Year 2 and Year 3 teacher meetings
- Year 3 teachers visit the children in class
- The Junior school provides the children with a 'Transition book' to take home and share over the summer.
- Adjustments are made for any children who may find the transition to the Junior school difficult. For example they may visit the Junior school with a trusted adult on a 1:1 basis or in a small group on several occasions.