



## EARLY YEARS FOUNDATION STAGE

### TRANSITION AND INDUCTION AT AVONDALE PRIMARY SCHOOL

#### **What is transition?**

Transition is the change a child encounters moving from one familiar setting (including home) to another. Some children by the time they have reached school age may have experienced several transitions which will have helped them to adapt their thoughts, feelings and behaviour to meet new expectations.

These transitions may have included:

- Transition between rooms in a nursery
- Transition from one provider to another during the week.
- Transition from a childcare provider to a school

At Avondale, we understand that transition is a big step for both children and families. Some children may not have experienced several transitions so may find transition from home to school more difficult. Transitions need continuity to provide the child with confidence, thereby feeling secure and making the process exciting.

This document addresses, principles and procedures, planning and assessment as well as classroom organisation and teaching styles.

The aim of our transition is that

1. Families feel part of our Avondale School community and children settle quickly, are confident and ready to learn.
2. Staff have a clear starting point from which to build and plan exciting, relevant and developmentally appropriate teaching and learning spaces that reflect the pupils' needs and interests. Pace and quality of learning is maintained.

#### **What is induction?**

Induction is the policies and procedures to ensure children and their families receive a smooth transition into our school.

How we welcome new starters each September to begin their school journey with us matters greatly. We have put together this document to ensure we provide the best and most effective practice to meet the needs of our new learners and school family members.

#### **Successful transition & the EYFS key principles EYFS**

##### **Unique Child**

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need & Disabilities (SEND) or a child in care. Planning for these children will need additional, flexible support.
- Prepare the child 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 between parents, carers and professionals.

- Listen to and acknowledge the important role of parents and carers throughout this process
- Work together. An essential element of an effective transition is for settings and schools to work together, to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

##### **Enabling Environments**

- Children cope better with transitions when conditions are similar, communication is encouraged, 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
- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class/ setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase
- There is a professional regard for the information from the previous setting / phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children

### Involving Parents and Carers in the Transition Process

In order to develop a shared understanding and an equal partnership, communication between setting, school and parents/carers is essential during the transition process.

Parents and carers are their child's first and foremost educators.

- We need to listen to what they can tell us about their children and accept that as parents and carers, they have a wealth of knowledge that we would do well to heed.
- We need to be knowledgeable about a child's ethnicity, language and dialect, community and locality if we are to offer them familiar sights, sounds and experiences that will help them settle. Sending a child to a new setting or class can be a daunting experience for parents and carers as well as children.
- Many parents and carers bringing their children to a setting for the first time may have unhappy memories about education and institutions. It is vital that we put ourselves in their position and look closely at how we can make our settings and schools welcoming and less threatening to new parents so that they, in turn, can give positive messages to their children.
- Parents and carers are keen for their children to be happy and successful at schools.

Parents want to know that:

- their child will be safe and nurtured
- the school/setting will value the learning from home
- the school/setting will respond to and value children's cultural background
- the school/setting will respond to the needs of their child
- the school/setting will get to know their child and respond to their uniqueness. Involving a parent/carer fully in the transition process can reduce anxiety greatly for them and for their children.

At Avondale, transition is seen as an important process which involves parents/carers, child, setting/school and receiving setting/school and therefore we adopt more than one strategy to ensure its success:

1. **INDUCTION** – these are practices used to introduce children and parents to school.
2. **CONTINUITY** – this refers to practices used to ensure continuity of experience for pupils.
3. **COMMUNICATION** – practices designed to establish a clear understanding between the school/home/pupils and all others involved in the transition process.

**1. INDUCTION - This includes all the practices used to introduce children and parents to our school and the reception classes. Most of these practices take place during the summer term.**

### Welcome to Avondale Letter

- Parents receive an initial Welcome to Avondale letter once school places have been allocated by the local authority. This letter includes a welcome letter from the head teacher, the date of the new Intake Information meeting, as well as links to key documentation that needs completing and returning to school.

### New Intake Information Meeting for parents/carers (May/June)

- This meeting aims to provide an insight into our school, with time to look at uniform, find out about before and after school care, sample school lunches and look around our Reception unit.
- Parents and carers will meet key staff members whom they will form secure relationships with during the year.
- Induction visits are explained and additional meetings are offered.
- Pupils are allocated a lead teacher.

#### **New Intake Library Sessions (June/July)**

- We offer three informal library visits over a three-week period.
- These take place after school. Parents and pupils are visited to come to choose a book from our library.
- These sessions are an opportunity for parents to meet and talk with staff about their child's transition, look around the setting, meet other parents and children, and stay and play.

#### **New Intake Transition Morning & Lunch (July)**

- Pupils are invited to an open morning. This gives pupils the opportunity to spend the whole morning in their new setting, work with staff and play alongside new friends.
- This open morning gives pupils the opportunity to explore their new setting alongside a small number of current Reception children who act as helpers and support new friends.
- The children experience classroom activities, stories, songs and music
- Staff also observe key skills such as name writing and self-awareness, colour and shape awareness and counting skills
- This visit purposely includes lunch time. The pupil and one parent are visited to stay for lunch. This gives parents the opportunity to observe the lunchtime routine and children get to meet the welfare staff and trial having their lunch. Lunch is often one of the most daunting parts of a school day for someone new and we make sure we stay with the children and share a meal with them at this time.

By the end of these school visits, we hope that all our new starters are feeling more secure in their new setting and that staff have begun to make good relationships with family members.

#### **Induction processes with the children's current pre-school settings (June/July)**

- A bag of uniform is given to each main feeder nursery so pupils can have the opportunity to dress up and role play being at school
- The EYFS leader ensures that each pre-school or nursery setting is contacted regarding transition to our school.
- Children will be visited at their current setting. (This happens for the majority of the children in our main feeder settings)
- A member of the EYFS staff will visit the child's pre-school setting. Discussions will take place with key workers regarding each child and their current stages of development. Information recorded in the School Readiness documentation is also discussed.

#### **Staggered Starting Dates & Time**

- During the first week pupils have a staggered starting date. This means pupils start on different days in small groups.
- This enables staff to meet with children and parents in small groups, and gives staff a better chance to connect with each family.

#### **Continued Induction in September**

- Children have their lunch ten minutes earlier than the rest of school and EYFS staff are on hand to provide support with this
- Informal "drop in" sessions – dates are given out at the start of the Autumn term. These are times specifically designed for parents or carers to drop talk to their child's lead teacher about who their child is transitioning, discuss any queries or concerns they may have and to look at learning journeys. Children can show their parents and carers around their setting and together share their learning by look at learning journeys.

- Throughout the Autumn Term parents and carers are invited to attend a series of EYFS curriculum workshops which give more information about the EYFS curriculum and ways to support their child.
- Parents are kept up to date with information via the EYFS half termly newsletter and school web page
- Parents are kept informed about next steps in learning via a weekly EYFS newsletter and Blog
- Wow slips – to celebrate the children’s achievements outside of school
- Parent/teacher consultations take place in the Autumn and Spring term
- Parents receive an annual written report statement in the Summer term
- Parents are invited into school for a number of events during the year e.g. weekly celebration assembly, Christmas Performances, Curriculum Workshops, Sports Day, Community events, PTFA events

**CONTINUITY – at Avondale we have developed a range of practices to help ensure the continuity of experience for pupils.**

- Transitions need continuity to provide the child with confidence, thereby feeling secure and making the process exciting. Our induction procedures ensure this continuity.
- We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress.
- Discussions with parents/ carers and pre-school settings support EYFS staff in meeting the needs of individuals, in order to consider children’s learning, personal and social development.
- At the beginning of Reception, the teachers adapt the EYFS environment and curriculum to ensure it is appropriate to the needs and interest of the pupils
- Adopting a similar layout, routines and having similar expectations of children’s behaviour from pre-school to Reception also helps the pupils to adjust.
- Pre-school practice is extended into Reception through the use of play-based activities and learning. The structure of this play is gradually increased as the year progresses / in line with the pupils’ needs. This continuity in learning is a major factor to a smooth transition.

**COMMUNICATION – these practices have been designed to establish a clear understanding between the school and others involved in the transition.**

- Communication between all parties (parents/carers, child, setting/school and receiving setting/school) is an essential part of a smooth transition.
- Our induction procedure uses a variety of formal and informal methods which enable EYFS to plan a curriculum that meets the needs and interest of pupils.
- It is important to inform parents about the transition to reception and this is achieved in several ways (as outlined above).
- As part of the Reception Autumn Term Review for Parents they are asked for their feedback on our induction procedures and how these could be improved upon.
- Information is passed on to parents about the Early Years curriculum and the topics to be covered during the year via curriculum workshops, school website, half termly topic overviews

This document is reviewed annually as part of our evaluative process –

Reviewed - May 2025

Next Review – May 2026