Ellison Primary Academy

Developing a caring family of creative, critical and collaborative learners.

Early Years Transition (Continuity of Learning) Policy 2026

1. Aims and Objectives

Our academy is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our academy being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We work hard to ensure our academy is a happy place where good behaviour is expected and all children enjoy their educational journey.

At Ellison we believe that we should be prepared for the children entering each stage of their learning so we have developed this policy to ensure continuity of learning and a smooth transition for the child.

In the Early Years we acknowledge the following transitional stages as:

- Home/Nursery to Foundation Stage (Reception)
- Foundation Stage (Reception) to Year 1

We believe that best early year's practice sees learning as a continuum and that our role is to ensure that children are supported effectively at all stages of their learning. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

At Ellison we are committed to the Early Years and we believe it is essential that children who enter our Reception receive their entitlement to the Early Years Outcomes from the Early Years Framework. Early Years provides the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our commitment is to ensure that our children:

- Experience smooth transition periods;
- Receive their entitlement to the Early Years Curriculum as appropriate;
- Experience a curriculum suited to their identified needs;
- Continue to have opportunities for continuous provision learning in some aspects of Year 1 (as appropriate);
- Continue to experience teaching that reflects a variety of preferred learning styles.

2. What we will do to meet these aims

2.1 Early Years

Prior to Admission

Autumn Term and Spring Term

- Invite prospective parents/carers and children to an open morning. There will be an opportunity for parents/carers and children to visit classrooms and have a guided tour of the school. Individual tours of the school can be arranged, as required, and are actively encouraged.

Summer Term

- Letters confirming child's place to be sent to parents/carers.

- Handwritten postcard sent to individual children.

- Invite parents/carers to a **parent's information evening** during the week after the Summer half term. Parents will be able to meet the Senior Leadership Team (SLT), Early Years Team, SENCO, Care Club Staff, School kitchen staff and PTFA Chair. The meeting will be to give parents/carers curriculum information, daily routines and to reassure them about our care for their children. Parents/carers will be informed of their child's class teacher and introduced to the Early Years staff. Opportunity will be made for parents to visit classrooms to familiarise themselves with the learning environment and to meet their child's teacher and Early Years Practitioner (EYP). There will be plenty of opportunity to ask questions and to make arrangements for further visits to the school.

- An initial phone call will be made to each setting to find out more about each child who will be attending Ellison prior to the class teacher visiting the settings.

- Staff will visit pre-school settings - to be mutually arranged. Children will be observed in their familiar setting and discussion with their key worker will take place. Where children do not attend a pre-school setting staff will complete a home visit and discuss the child with their parent / carer.

- Ellison will offer all feeder nurseries the opportunity for their staff to meet the Early Years team. This will be a chance to hold professional discussions and share good practice. The SENDCo will attend alongside the class teacher as required and a 1 page profile will be completed for children on the SEND register.

- **Share sessions** – Two sessions will be held in the Summer Term. Parents/Carers bring children to school for a lively learning opportunity to explore different learning activities in their classroom. This is to encourage parents, carers, grandparents, child-minders etc. to enjoy learning with the children in their care, and to enable the children to become familiar with their new school environment. There will also be opportunities for staff at these sessions to outline expectations to the children and parents/ carers. This will also provide an opportunity for staff to make initial, basic assessments of children's needs.

- At the second lively learning session parents/carers are encouraged to leave their children for a short time with the staff in school. A display will be created with the outcomes of the activities that take place during these visits so that children will feel welcomed upon their arrival in September. An 'All About Me' activity will be sent home with each child to be completed over the Summer holiday and returned with the child in September. This will help inform staff of each child's likes, dislikes, experiences and the important people in their life.

  If a child finds this an upsetting experience, even after encouragement, parents /carers will be offered the opportunity to remain onsite to support their child. A comfortable area in school will be allocated with a member of the team on hand to reassure the adult (and offer a cup of tea!). The parent and carer will be asked to support if their child becomes distressed.

Following Admission

Most children will start school on a full-time basis from their first day. However, some children may require a more gradual transition and will be offered a soft start, initially attending until lunchtime. Children on the SEND register, or those with individual needs, may require a bespoke transition plan, which will be agreed collaboratively between parents and the school.

Curriculum Evening (October of the first half term) –Outline of how parents/carers can support their child's learning in school including Phonics, Reading Policy, Calculation Policy, Ellison Sentence Menu, Online safety and use of reading diaries and other practical activities to help parents enjoy learning with their child.

Parents' / Carers' evenings – Parents / carers will be invited into school during each term to explore their child's learning and meet with the class teacher to discuss progress and attainment and to be given support in how to help their child.

Christmas Nativity – Parents / Carers are invited to share in our Christmas celebrations as children perform in an Early Years nativity performance.

Families are invited to attend various events throughout the year; including Festive Bingo or celebrations such as our family 'Party in The Playground'.

Baseline assessments

On entry to Ellison, EYFS staff will undertake Baseline assessments as outlined by The Department for Education. These will be in line with Government guidelines. Wherever possible these assessments will be untaken in a fun manner, with children being unaware they are taking place. For example; to assess a child's understanding of Shape, Space and Measure, children may be asked to complete a 'Shape Search' treasure hunt around the school. Assessments will be used to inform the next steps for children and support in planning and delivery of the curriculum. The aim; to ensure provision is supportive of every child's needs.

2.2 Transition from Early Years to Key Stage One

Prior to Transition

We recognise that for some children moving from Reception to Year 1 is a daunting transition. Children move from being taught within the Early Years Framework to the more formal approach of the

National Curriculum. We recognise that Key Stage 1 is different; our aim however is to approach this transition in a carefully planned manner ensuring that it is not too different too quickly.

Year 1 staff have opportunity to observe the teaching and learning in Reception at different times during the year to increase their own understanding of the learning the children have experienced in the Early Years.

Early Years and Year 1 staff share assessments and plan for appropriate opportunities in Year 1 to reinforce learning from the Early Years and to identify next steps. Opportunities for continuous provision in Year 1 curriculum are identified. The National Curriculum in Year 1 is delivered so that children can continue to be actively involved in their learning.

Summer Term before Reception move to Year 1

- Reception teachers meet with Year 1 teachers to moderate the Early Years Foundation Stage Profile. This is to ensure that Year 1 teachers fully understand the end of year data and gaps analysis.
- Year 1 teachers meet with Reception teachers to discuss individual children.
- Year 1 teachers spend two half days in Summer 2 with the Reception class which they will teach in Year 1. This time will be spent getting to know children and sharing ideas for continuous provision, in order to preserve the best of Foundation Stage practice in Year 1.
- Year 1 teachers read stories with their new Reception class (at least three times before the Summer holiday).
- Transition morning; the whole school moves up to meet their new teacher in Summer 2 and spends the morning getting to know their new class teacher and familiarising themselves with the new routines and classroom.
- Children in Reception prepare work to be displayed in the Year 1 classrooms- so there is some familiarity to their new environment.
- Year 1 teachers plan continuous provision opportunities related to the texts taught in the Autumn term.
- Children are benchmarked for reading and (where appropriate) screened for Phonics by their EYFS teacher, to inform planning and as a September Baseline in Year 1.

Parents' / Carers' Curriculum Evening

- Year 1 class teachers will lead on the session; detailing transition, changes from Reception to Year 1 (PE, reading, daily routine, expectations, online safety), calculation policy, curriculum content; including phonics scheme and phonics screening test. Opportunities for questions will be given and this is the ideal chance to informally speak to the class teacher.

Following Transition

Autumn Term

Lessons are planned and delivered in-keeping with the school's wider teaching and learning policy. This ensures that children are actively engaged in their learning at all times and receive appropriate challenge, whilst taking into account a wide range of learning styles. In addition, there are some guiding principles that are felt by the school to be important, particularly when children first enter the Year 1 classroom in September.

These are:

- The start of the day routine should mirror practice in the Reception classes.
- There should be an initial focus on children's personal, social and emotional development. (Some children settle more quickly than others and staff will be flexible and allow for this in planning.)
- A strong focus will also be given to speaking and listening and developing early communication skills.
- During the introductions to sessions, we will ensure that children are not sitting on the carpet listening for too long. Children will be active learners and given the opportunity to use talking partners, individual whiteboards and interactive resources.
- The layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision as appropriate.

Reception -new to Year 1

Autumn term

To ensure a smooth and supportive transition from the Early Years Foundation Stage into Year 1, children will continue to access aspects of continuous provision during the Autumn term. This approach recognises the developmental needs of young learners and supports continuity in learning, wellbeing and independence. Provision will be carefully planned and progressively adapted to introduce more formal learning expectations, enabling children to build upon their EYFS experiences while gradually developing the skills, routines and resilience required for the National Curriculum. Close collaboration between EYFS and Year 1 staff will ensure learning remains child-centred, purposeful and responsive throughout the transition period.

Class teachers and members of the Senior Leadership Team will review the use of continuous provision and amend as required depending upon the needs of the cohort and individuals; including children with English as an Additional Language, Special Educational Needs and Disability and Medical requirements.

3. Monitoring and Review

We are aware of the need to review this policy regularly to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. It will be reviewed before the start of each academic year following consultation with staff concerned and through consultation with current EYFS parents. The Senior Leadership Team will carry out monitoring of the Early Years Transition as part of the whole school monitoring programme.