



Kimbolton School
Cambridgeshire

PREPARATORY SCHOOL EARLY YEARS FOUNDATION STAGE TRANSITION POLICY

Policy owner: Head of EYFS
SLT Policy
Policy Summary Statement: This is our Transition Policy for Early Years Foundation Stage.
Release Date: Autumn 2025 Review Date: Autumn 2026



EYFS Transition Policy Preparatory School

Aims

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. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal opportunities and inclusion

The children and parents are actively involved in the process of transition and their perception about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition.

Principles that underpin the policy

- approaches to teaching and learning are harmonised at the point of transition.
- planning is based upon assessment information from the previous setting/phase.
- styles of teaching and learning meet the needs of the children.
- there is a professional regard for the information from the previous setting/phase.
- children are able to enjoy new approaches at transition.
- transition should motivate and challenge children.

Continuity of teaching and Learning

At Kimbolton Preparatory School we use the following processes.

Transition from Nursery/Pre-School to Reception

- Pre-school invites/visits including 'stay and play' sessions.
- Exchange of information for new children to school – Parents' Handbook, admission form and any assessments, learning journals and nursery reports.
- Our Reception staff visit all the settings (and home where possible if not in a setting) of new children in the year before they start school to complete an initial observation on the children in their own settings.
- The pre-school key workers complete a nursery tracker for us.
- Individual tours are offered to all incoming parents and children.
- Open Mornings twice a year encourage prospective parents and children to visit.
- Prospective children visit school at least three times before they start school to become familiar with our school.
- Parents and children are invited into school before the children begin in September.
- A Curriculum afternoon is planned at the beginning of term for all parents and an information pack including resources are shared. Following this there will be 'Open Door' opportunities to allow parents to come into school and visit their child's class.
- Parents' evenings are held early in the year, at the end of the first half term. This is in addition to the spring term parents' evenings.
- Reception staff are always available before and after school to talk to parents. They are proactive in talking to parents about issues that occur at school or arrive with individual children.
- Tapestry is our online communication tool used regularly with parents.



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Transition from the Foundation Stage to Year 1

The Early Years Foundation Stage is a separate stage of learning; we therefore need to plan for and manage the transition of pupils from Reception to Year 1. The management of transition is part of the broader whole school approach to achieving good curricular continuity and progression in children's learning. All children need to feel secure about moving to a new class and new Key Stage. To ensure this takes place:

- Reception and Year 1 staff meet to discuss individual children's progress. Reception teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child. Reception assessment files and the final report are shared with the child's new teacher.
- Year 1 teachers have access to the tracker and goals achieved.
- Year 1 teachers ensure a settling in period is planned and give the children's emotional and social needs a strong focus.
- Year 1 teachers provide a learning environment which builds on the EYFS.
- Dialogue with parents is ongoing in the summer term regarding transfer and expectations and children with additional needs will transition to Year 1 with a passport collated by Academic Support and the class teachers.
- The Seesaw programme replaces the Tapestry programme used in Reception.
- An end of year report is issued to parents in the summer term identifying whether children have met the expectations for the end of their Reception year.
- Parents are invited to talk to the Reception teachers about the end of year report, assessment results and any concerns they may have regarding transfer to Year 1, should they wish to do so.
- The children spend a day during the summer term in their new Year 1 classroom in order to familiarise themselves with the teachers and classrooms.
- Year 1 teachers quickly get to know the children during their first year at school through playground duties, assemblies, good communication between staff and through sharing Lower Prep facilities.

Implementing, monitoring and reviewing the policy

The Head of EYFS is responsible for monitoring this policy. The impact of transition is continually monitored and evaluated. Good communication between parents and teachers helps us to continue our success and development.