



HCPS Foundation Stage Transition Policy

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Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Reviewed	July 2025

HCPS Foundation Stage Transition Policy

Rationale

Transition between class/teacher, key stage and school should be preplanned, smooth, managed and stress free for children, teachers and parents. At Hoyland common Primary School we aim to make this process as problem free as possible. Teachers sending and receiving pupils are given the opportunity to discuss pupils' needs and abilities. This ensures pupils transfer confidently and above all with a level of challenge to ensure a running start in September. It is vital that staff see all pupils as their collective responsibility.

We aim to build a dialogue based on challenge and pastoral support for all pupils, using our professional knowledge and judgment of each individual child. This is consolidated and coupled with our tracking and target setting practice to ensure all staff are aware of expectations and appropriate levels of challenge.

Transition into EYFS classes

Children starting nursery will be invited to attend visits accompanied by parents/carers and for a full session on their own. Where possible, the numbers of children being invited will be kept to a minimum to reduce noise and increase space for the new children to start.

Children transitioning into FS2 provision are invited to attend a morning or afternoon with their parent/ carer, followed by a morning or afternoon on their own. This includes a dough disco and story session, followed by a chance to explore all the learning the environment has to offer, both indoors and out. Staff are on hand throughout these sessions to support children and answer any questions parents/ carers may have. This ensures that children are aware of where to go when beginning school in September, who their teacher will be, which entrances to use, location of toilets etc. But more importantly these transition visits allow children and key workers to get to know each other, teachers can group children based on the advice of the sending setting and can see how children from different settings interact. In addition to this, the EYFS lead arranges a party session at the local soft play, where parents/ carers and children can attend and meet in a more informal setting. This takes place during our INSET day so children from our current nursery, plus those from others get the opportunity to attend.

For children transferring out of any EYFS class into another setting the Barnsley LA transition form will be completed and forwarded on with any other relevant documents, including support plans if necessary.

Transition meetings between sending and receiving teachers

These meetings take place during the last few weeks of the summer term. Where possible, teachers will visit children in their current settings to discuss children's attainment and progress, and to confirm groupings for the next term. The basis for these discussions will be assessment results, pupil progress data and staff's knowledge of individual children. Staff discuss groups of children and plan the next steps/targets for that group's progress. All discussions will be geared towards raising standards and setting individual targets for children to ensure they reach their full potential. Medical details and SEN paperwork will also be exchanged.

For children transferring from FS2 into Year 1 profile scores will be shared alongside information about characteristics of effective learning so that Year 1 staff are aware of how children learn.

Transition information for parents

Prior to transition week all parents/families are invited to visit the school for an information session. This aims to welcome families to Hoyland Common Primary School and explains the routines, uniform requirements, curriculum and expectations of the setting. Families are given a welcome pack which contains information around how to support children's development at home in preparation for school, information about staff, the school day and a

transition book where we ask parents to work with their child to add photos and information about their family which is then used throughout the year to support learning, but also works as a tool to support children when they come to our setting. Early in September workshops for parents will take place to allow them to support their child's learning journey at home, these include information around phonics and the EYFS curriculum.

Transition arrangements will be amended in line with school and local risk assessments when required.