

# Transition Policy

## Prep School including EYFS

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2025/ 2026



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Transition Policy**

### **Prep School including EYFS**

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#### **Scope**

This policy applies to all Prep pupils (including EYFS) at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### **Roles and Responsibilities**

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Prep Co-Head (Academic) is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

#### **Introduction**

This policy relates to the various ways in which the Primary Management Team manages transition from nursery to Kindergarten and onto Prep 1, as well as for pupils starting at Ibstock on an 'occasional place' or at Prep 3.

At Ibstock, we feel it is important to create a whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for transition specifically from nursery to Kindergarten and onto KS1 and with reference to pupils starting later in the Prep School.

The central aim of this policy is to support our children in experiencing a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all- round progress.

#### **Policy**

##### **Equal opportunities and inclusion**

The children and parents are involved in the transition process and their perceptions about

transition are valued. Appropriate assistance for those children with learning difficulties will be provided in a variety of ways including:

- Communication with parents and previous school or nursery.
- A range of learning styles.
- Referral to the academic mentor.
- Using the pupil's ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.

### **Principles that underpin the policy**

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous class and baseline assessment.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase.
- There is a professional regard for the information provided by EYFS colleagues.
- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Effective transition takes time and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Transitions are not overlooked or left to chance but thought about and planned in advance.

### **Initial preparations for transition from nursery to Kindergarten**

- Children starting in Kindergarten: The year prior to starting, prospective children and parents are invited to a 'Stay and Play' in the EYFS environment.
- Summer Term: Parents are invited to a Welcome Meeting to meet other new parents, ask questions and listen to a presentation about what to expect when their child starts school. Children and parents are invited to a 'Teddy Bears Picnic, where they meet staff and join in activities with their peers. Transition information is available on a personalised web page. This includes recorded story times read by teachers
- The teacher receives nursery reports and follows up with a phone call to the nursery if it is deemed necessary. Where possible the teacher visits the nursery.
- Autumn Term (day before children start school): Children are invited into Kindergarten. Whilst the children familiarise themselves with their learning environment, peers and teaching assistants, the teachers have 1:1 meetings with

parents to discuss their child and what to expect during the first few weeks of school.

- Parents bring their children to the classroom to help them settle during their first week.
- Teachers meet the children at the gate the following week to walk them up to Pre-Prep.

### **Creating an appropriate environment**

- Teachers ensure that Kindergarten is an enabling and welcoming environment where children feel they belong and feel safe.
- Teachers include children's interests in planning, validating their interests and ideas.
- A visual timetable helps children understand the school day.
- On the first day, children are given a tour of the environment, including the playground and lunch hall, to help make the environment feel more accessible.
- Displays celebrate children's work.
- In the foyer, a display of the teachers in Pre-Prep helps the children become familiar with faces and names.

### **Building on what children know and understand**

- During the first six weeks of school, a Baseline Assessment is carried out. The findings help to understand individual needs, feed into planning and support teacher observations for intervention and 'stretch and challenge'.
- Children are made to feel valued; for example, weekly Show and Tell (Mini Masters) when children can talk about their interests.
- Clear teaching of rules and routines help children to feel safe.
- Teachers spend time talking to children individually to make them feel valued and listened to.

### **Partnership with parents**

- There is clear communication during the assessment process.
- Summer Term prior to joining: Parents are invited in for a Welcome Meeting where information regarding the start of term and how and what is taught in Kindergarten is explained.
- Prior to the beginning of the Autumn term: The teacher meets individually with each parent.
- There is an 'open door' policy – communication between parents and teachers is actively encouraged.
- A daily message books means parents feel they can communicate easily with

teachers.

- Parents attend a Curriculum Briefing within the first few weeks of term. During this meeting, the teaching of Literacy and Maths is explained in detail as well as suggestions of how to help at home.
- Parents are invited to volunteer to read, cook and support with trips throughout the year.
- 'Arc' is the platform where the child's learning journey is shared. Both parents and teachers upload 'wow' moments as well as observations of children's learning.
- Parents are sent a settling report at end of first half-term.
- Open House offers an opportunity for parents to see classroom displays and work.
- Parent Conferences are held each term to inform the parents of their child's progress.

### **Initial preparations for transition from EYFS to Prep 1**

Transitions are not overlooked or left to chance and all staff must be aware of the systems that are currently in place.

- Prep 1 teachers have weekly lunch and playground duties where they have duty of care of Kindergarten pupils. This enables them to develop early relationships with pupils who will be in Prep 1 the following year.
- Kindergarten pupils will share learning experiences with Prep 1 including weekly assemblies and special events during activity weeks such as science workshops and world book day celebrations.
- In the Summer Term, Kindergarten pupils are given an opportunity to discuss their thoughts and feelings of moving to Prep 1. Time is given to discuss how the Prep 1 day might differ.
- In the Summer Term, Kindergarten children start to practise skills they will need in Prep 1; for example, carrying their own tray at lunch to the lunch table.
- Kindergarten children have a 'moving up day' in the Summer Term when they meet the Prep 1 Class teachers and create a display to welcome them when they return after the holidays.
- New children joining Prep 1 from a different school will also be invited to the 'moving up day'.
- Parents are informed of their child's Prep 1 teacher and assistants at the end of the Summer Term.
- At the beginning of the Autumn Term, Prep 1 parents are invited to a Curriculum Briefing where they meet the class teacher and assistants and explore the Prep 1 environment.
- Kindergarten teachers create an extensive, detailed handover folder.

## **Creating an appropriate environment**

- Prep 1 staff visit Kindergarten to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- A high-quality learning environment is provided both inside and outdoors.
- The areas of provision in Prep 1 are planned for appropriate learning objectives with more challenge and teacher-focused tasks.
- Children in Prep 1 have access to an outdoor learning environment to support teaching and learning.

## **Building on what children know and understand**

- Areas of provision in Prep 1 are planned, similar to those in Kindergarten, but with appropriate challenge and adult directed activities.
- Kindergarten and Prep 1 class teachers meet to discuss assessment information at handover meeting prior to the beginning of term.
- Kindergarten teachers highlight those children who have not reached their Early Learning Goals. This is done at handover meetings in the Summer Term.
- Kindergarten and Prep 1 teachers discuss the curriculum and environment for the forthcoming Prep 1 cohort for first half-term in Prep 1 during the handover meeting. Teachers are aware that not all year groups have the same needs.
- Teachers regularly discuss individual children's needs during the first half-term in Prep 1 to ensure smooth transition and to flag up any concerns.

## **Partnership with parents**

At Ibstock we encourage parents to be involved by:

- Inviting parents to attend three Parent Conferences a year to discuss the progress of their child.
- Inviting parents to a curriculum evening at the beginning of the year.
- Posting Curriculum Briefing notes and supporting documents on the portal for parents' perusal. These outline how parents can support their child's learning at home.
- Publishing an online newsletter to share information of weekly curriculum coverage.
- Encouraging parents to come to read and cook with the children.
- Giving parents clear information about what to expect in Prep 1.
- Offering brief end-of-day 'open door' sessions to parents to address any issues regarding their child settling into Prep 1.

## Continuing Professional Development (CPD)

- Kindergarten and Prep 1 teachers have an excellent understanding of the Early Years Foundation Stage Profile.
- Teachers are kept up to date with changes in EYFS by attending cluster meetings and regular training.
- All teachers and teaching assistants attend weekly CPD within School.
- Teachers regularly evaluate the curriculum and make changes to best meet the needs of the pupils.
- Kindergarten and Prep 1 teachers are confident in making assessments through the observation of children.

## Transition of entry at Prep 3 and occasional places

- Children joining the School on an 'occasional place' or at Prep 3 will attend an assessment day in January. Every effort is made to make the day as enjoyable as possible with assessments in the morning and taster lessons in the afternoon.
- Pupils who accept a place will attend a 'moving up day' in the Summer Term, as well as a welcome morning before starting in the Autumn Term. Parents attend a welcome talk led by the Co-Heads.
- Parents and new pupils in P1-P6 will be invited into School the day before term starts for a familiarisation talk with the Prep Leadership Team. Pupils will spend time with their teacher and in their classroom.
- Transition information from previous schools is carefully read so that planning can be appropriate, and all needs are catered for.
- Follow up phone calls to parents are made after the first few weeks of term to discuss settling and any questions that may have arisen.

## Transition from Prep 6 to Senior 7

Our aim is to facilitate a smooth and supportive transition for pupils moving from the Prep 6 setting to Senior 7, ensuring pupils feel prepared, confident, and supported academically and socially.

## Pupil engagement

- Q&A sessions are organised between existing Prep 6 pupils and Senior 7 pupils to foster peer support and address concerns.
- Opportunities for Prep 6 pupils to experience lessons taught by Senior School teachers to familiarise them with the Senior curriculum and classroom environment.

- Facilitate visits and open days where pupils can explore the Senior School facilities and meet staff and pupils
- Facilitate team building sessions prior to the start of term to allow opportunities for pupils engage with new pupils and their new environment.

### **Collaborative planning and communication**

- Collaboration is promoted between faculty members of the Prep and Senior Schools to align expectations and share insights about core subject content and skills.
- Joint meetings are conducted to discuss curriculum progression, assessment methods, and expectations to ensure continuity and coherence.

### **Academic preparation**

- Key skills and knowledge that students should acquire are identified during Year 6 to support their transition.

### **Social and emotional support**

- Orientation sessions are provided focusing on the social aspects of moving to a new environment.
- Mentorship or buddy systems are arranged, pairing vulnerable Prep 6 pupils with Senior 7 peers
- Hand over meeting between pastoral leads regarding social, emotional and academic profile of P6 pupils

### **Queries**

Queries on this policy should be directed to the Prep Co-Head (Academic).

### **Review and Verification**

This policy is reviewed annually by the Prep Co-Head (Academic).