

Juniper Hill School

# Transition Policy- EYFS to Year 1



Kindness Enjoyment Achievement

This policy was written in March 2026

Review Date: March 2028

At Juniper Hill School, we recognise the transition from Reception to Year 1 is a big step in all children's learning and it is vital to have a smooth and consistent approach to the transition process. At the end of Early Years (Reception) the children will transition to Year 1, their first experience of Key Stage 1 (KS1).




## **Intent**

At Juniper Hill it is our intent that all children who enter Year 1 have the opportunity to further develop socially, emotionally, physically, verbally and cognitively, regardless of background, circumstances or needs in a safe and nurturing environment. We aim to work collaboratively with our community of parents and carers to provide every child with the skills to become happy, independent, creative and curious lifelong learners who have the courage to try new things and subsequently, reach their full potential. A consistent and well considered transition plan will enable children to arrive at school happy; supported by familiar adults of whom they have built positive relationships with.

## **Aims**





Entering a new situation (e.g., a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. Early Years to Key Stage 1 can be especially so, due to the change of learning through a play-based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aims of this policy to:

-  Promote the smooth transition of children
-  Prevent and alleviate stress to promote well-being and involvement
-  Promote continuity of teaching and learning

## **Purpose**

To ensure that children experience a smooth transition from the Early Years to Key Stage 1 we aim:









-  To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
-  To ensure that children follow the appropriate curriculum as their needs define.
-  To ensure that all staff see transition as a process rather than event.
-  To inform parents and children about the transition process

## **Working with parents and carers**

Parents are invited to a Meet the Teacher evening in the first few weeks of Year 1, held by the Year 1 teachers. This is an opportunity for the parents/carers to meet the Year 1 teachers and will give the class teacher an opportunity to explain to parents/carers the process of transition and the changes to the structure of the school day as the year progresses. At this meeting, parents are welcome to ask questions and voice any worries they may have on the transition to Key Stage 1. Guidance will also be given on how parents can continue to support their child's learning, including the development of reading, writing and number skills.

## Transition preparation

The following will be used to aid the transition process of children from EYFS to KS1:

-  Reception children will join the whole school for Celebration Assembly every Friday from the spring term.
-  Reception children are encouraged to visit Year 1 to share good work.
-  Year 1 teachers will visit Reception classes in July to read stories to the children.
-  Transition Day with their new class teacher for 1 day before breaking up for the summer holiday.
-  During the summer term, the Reception gate will be opened during the KS1 afternoon playtime for the children in EYFS to join Year 1 and 2 children and adults at playtime if they wish.
-  Children will continue to have the opportunity to experience outdoor learning through a range of subjects (where appropriate).
-  Stay and play sessions in the new classroom with the current Reception teacher.
-  For some children, we recognise they may need a lengthier transition period. These children will have been identified by the current class teacher, and they may need additional 1:1 or group sessions with the new class teacher.

## SEND Support

The progress of all children at transition is monitored to identify children vulnerable to underachievement. Children who are identified as underachieving and/or requiring additional support are discussed to ensure their targets are achieved and these are shared with the SENDCo, Early Years Team and Year 1 Team. A detailed handover between current class teacher and the new teacher will take place prior to the transition day in July.

This Policy should be read in conjunction with the following school policies:

-  Relational Policy
-  EYFS Policy