



Transition Policy – Reception to Year 1

Approved by: Full Governing Body

Date: December 2025

Review: December 2026

Signed:

Chair: Mr. C Harris

Aims

At Reddal Hill Primary School, we want our pupils to experience a smooth transition from reception to key stage 1, ensuring that the pace and quality of learning are maintained. Our aims are...

- To identify that transition is a process not an event;
- To recognise that key stage 1 is different, but ensuring that change is introduced gradually;
- To ensure a smooth transition where pupils feel safe, secure, comfortable and successful;
- To ensure that vital assessment information is transferred before the end of the summer term;
- To ensure that all pupils' needs are met;
- To involve parents and pupils in the process.

Curriculum & Timetabling

- The year 1 pupils will continue with active learning which will build on their learning from reception.
- The timetable will be organised flexibly and will be reviewed periodically to ensure that the balance of formal and active / informal learning meets the developing needs of the pupils.
- The learning environment will support pupils working at both Early Learning Goals (Reception) and National Curriculum stages of learning (KS1 and KS2).
- All changes will be cohort driven and more-able cohorts may be introduced to changes earlier if necessary.

Reception Pupil Familiarisation Activities

- In the summer term, the reception pupils will begin to use the key stage 1 playground, with support from the reception staff.
- A timetable of visits will be arranged, during the summer term, when reception pupils can make familiarisation visits to the year 1 classrooms.
- Pupils' views will be sought and collated regarding their concerns and expectations regarding transition to year 1.

Classroom Organisation, Curriculum and Resources

- Progression will be built into each aspect – adding new materials or challenges will allow pupils to increase their skills.
- The year 1 staff will ensure that they continue to develop the pupils' physical development.
- The resources in year 1 will show progression from and provide more challenge than those in reception.
- English, maths and phonics teaching in year 1 is based on pupil attainment. This ensures that the pupils are grouped based on their academic ability and are appropriately challenged and supported.

Procedure

- Reception staff will identify those pupils who have not met the Early Learning Goals and who still need an active curriculum, and those pupils who are ready for the National Curriculum.
- Transition meetings will be held between the reception and year 1 staff, in the second half of the summer term, to discuss transfer of information and data.
- Year 1 staff will spend time in the reception classroom, working alongside the reception staff to observe routines, observation techniques and structure, and to begin to build relationships with the pupils.
- Pupils will spend time in their new classroom, during the summer term, with their new teacher.
- A 'Transition from Reception into Year 1' booklet explaining changes will be distributed during the summer term.
- Reception staff will identify and prepare information, which is needed to support year 1 staff – ensuring that information from observations, assessment data and SEND information is shared.
- Reception staff will support year 1 staff in understanding the Early Years Foundation Stage assessments.

Leadership and Management

- The Early Years Foundation Stage Leader and Key Stage 1 Leader will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process.
- They will report to the Senior Management Team on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.

Most of all, smooth transitions will ensure that the pupils' individual needs are being catered for, allowing them to settle quickly and confidently into the routine of school life in year 1. Reddal Hill Primary School understands the importance of meeting the needs of individual pupils or cohorts and will ensure that the transition process is reviewed regularly to ensure that this is achieved.