



## KINDERGARTEN TRANSITION POLICY

### AIMS

We want the children to feel secure and positive about the transitions they make whilst at the Kindergarten; starting at the Kindergarten; moving up to Upper (UK) from Lower Kindergarten (LK), leaving us to move out of London and leaving us to start Reception class.

We aim to make the Kindergarten a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We want the children to feel safe, stimulated and happy in the Kindergarten and to feel secure and comfortable with staff.

We would like parents/carers to have confidence in both their children's well-being and their role as active partners within the Kindergarten.

Our aim is to make transitions a smooth process for the children and their parents. We develop the children's confidence to cope with the changes through a number of ways:

### PROCEDURES

#### Transition from home to Kindergarten

Before the child starts to attend the setting we use a variety of ways to provide the parents/carers with information.

- Parents are given a New Parents Guide which gives details about the routines, values and curriculum of the Kindergarten
- Parents are asked to fill in an All About Me form before their child is due to start at the Kindergarten to inform staff members about allergies, EAL, SEND and other information they wish to share with the school.
- Parents are invited to a New Children's Morning, before they are due to start, to get to know their child's key worker as well as to get to know school's routine and are given information about the Kindergarten.
- The Head organises Home Visits immediately prior to the child's start at the Kindergarten.
- A key person is allocated to each child. This person welcomes and looks after the child and the parents at the child's first session and the settling-in process.
- The Head welcomes the parents/carers at the child's first session and arranges a pick up time for the child at the first session.

- For children that settle less readily the picking up time is increased gradually during the first week at the Kindergarten.
- The key person and the Head will discuss the child's progress on a daily basis.
- Parents are informed during the first week of settling-in of their child's progress by their child's teacher and/or the Head in person, by email and/or telephone.
- For children with EAL the Key worker might ask the parents/carers for words/gestures in their home language.
- The Kindergarten has an open door policy so parents/carers feel comfortable leaving their child.
- The child may bring e.g. toy from home to make transition easier.
- Parents are invited to the Information Evening to discuss transition.

#### **Transition from Lower to Upper Kindergarten**

- Lower Kindergarten children are prepared for the transition to Upper Kindergarten through discussions during focus time.
- Lower Kindergarten children spend time with the Upper Kindergarten children on a daily basis.
- In the last term Lower Kindergarten children join their new teachers to help them get to know their teachers.

#### **Transition from Upper Kindergarten to Primary School**

- The Heads of the Kindergartens visit local Prep schools and meet with other Heads to gain an insight into the individual schools. Understanding their ethos and educational values allows the Heads to help parents make informed decisions and offer advice about which schools to register their child.
- Parents are supported with their child's assessment at the Prep Schools.
- There are open and enthusiastic discussions with Upper Kindergarten children about starting Reception class in their new schools, using fiction and non-fiction books to support the conversations.
- The children have become accustomed to a main school life during their fortnightly visits to use the Library, playground and Ballet Room at Thomas's main school, Battersea
- Upper Kindergarten children are encouraged to stay for an afternoon club in the summer term if they do not already do so to prepare them for the full school day in September.
- Books, atlases and other resources are used to help children moving out of London or leaving the country. Addresses are exchanged so that the child feels secure the Kindergarten will write to keep in contact.
- In the summer term the Home Corner is turned into a Reception classroom for the children to explore.
- Visits to the Reception classrooms at Thomas's Battersea are included in the timetable in the summer term.
- The child's individual profile is shared with the Reception class teacher.
- Parents are informed about the continuing Early Years curriculum in the Reception classes and are given an explanation of procedures.

**See also:** Parental Involvement Policy,

<b>This policy will be reviewed annually</b>			
Created: September 2014	By:	Tamara Spierenburg, Pimlico Head	Changes made
Latest review: September 2018	By:	Kathy Ballantine, Kindergarten Head	Changes made
Next Review: September 2019	By:	Kindergarten Head	