



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Foundation Stage Transition Policy

May 2026

In this policy, 'Transition' describes the movement that takes place from one particular setting, including home, to another. It is defined as the process where policy and practice have been adapted to support children with settling in to their new learning environment in preparation for future learning and development.

This policy runs in conjunction with our Foundation Stage Policy and Badsworth School's admissions policy.

All stakeholders work towards our school vision:

Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:

Consider And Respect Everyone as Jesus taught
Prepare for a bright future
Believe we can make a difference

'I can do all things through Him who strengthens me.'
Philippians 4:13

All actions which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth School in the aim that all children CARE, prepare for a bright future and believe that their actions can make a difference to themselves and the lives of others.

Our Aims

- To help all of our pupils to feel confident and emotionally secure during their transitions
- To ensure that each move is as smooth as possible so that the pace and quality of learning is maintained
- To closely liaise with and fully inform parents at each stage of their child's progress and next steps

Equal Opportunities and Inclusion

- Children and parents/carers are actively involved in the process
- Measures are taken to ensure pupils with learning or access difficulties experience a similar transition as other pupils
- There are clear curriculum guidelines for pupils with learning difficulties at transition

Transition to Foundation Stage

One of the first experiences of school, that our new pupils have, is during the summer term on their initial visits to Foundation Stage. This helps to give the children some ownership and knowledge of the setting they will be learning in.

Every child is invited to visit for at least two sessions in order to give them the opportunity to experience the setting in full flow. These sessions are organised according to the child's pre-school provider, or home, so each child has the opportunity to visit the setting with familiar peers.

Each child is given their own 'Welcome to Badsworth School' booklet.

Parents/carers are invited to a 'Welcome' meeting prior to their child starting school where they have the opportunity to meet the Foundation Stage staff. This enables parents to get to know the school setting and gain information about EYFS, uniform, school meals and school routines. The 'Friends of Badsworth School' explain how their fundraising group operates.

Parents/carers are provided with a welcome pack and other information about the school.

Opportunities are provided for parents/carers to observe lessons, every half term in Foundation Stage, with follow up discussions about how they can help their child at home. For example, parents/carers can come in and see how 'Floppy's Phonics' is taught and how they can support with this; a letter is sent home with further details, explaining how the reading scheme works

Foundation Stage staff are available at the start and end of the day to discuss daily issues or concerns.

Transition from Pre-school Provider

Badsworth School has excellent links with our nearest provider, 'Badsworth Nursery', and have developing links with other providers. In the last half term of the school year, the Foundation Stage staff regularly visit Badsworth Nursery children in their nursery setting in order to spend time with them in their familiar environment. This also enables the staff to discuss relevant transfer information. For children who do not attend pre-school settings, we will aim to liaise with the family. Badsworth Nursery children visit Foundation Stage class regularly during the summer term to stay and play with their key worker. Badsworth Nursery children are also invited to some key school events, for example the EY/KS1 Christmas concert.

Entry to Foundation Stage

Badsworth School operates a staggered entry, usually over a few days. Summer birthdays first, spring birthdays second and autumn birthdays third. Following the staggered start, all children start school full time in September in the school year they are five. Priority is given to settling each child into their new setting, through a staggered, gentle introduction to class routines.

Transition from Foundation Stage to Year One

The Year One class represents the beginning of Key Stage One and therefore follows the Key Stage One curriculum. However, during the autumn term many children will still be achieving and working on the Early Learning Goals. The Year One curriculum builds on and extends the experiences children have had during the Foundation Stage.

During the second half of the summer term opportunities are given for the children to visit, both formally and informally, their Year One classroom and meet the Year One teacher. Children are encouraged to visit Year One to share good work and the Year One teacher visits to read the children a story. During the final stay and play session in Foundation Stage (Summer Term), the Year One teacher joins the stay and play session and is available to talk to parents/carers.

Before the children move up to Year One, teaching staff meet to discuss the children's progress. The Foundation Stage teacher informs the Year One teacher of each child's ability, special needs and any other information relevant to the well-being and development of the child.

Information passed onto Year One teacher includes:

- Baseline assessments
- Individual assessments

- Tracking ladders
- Knowledge of sight words
- Knowledge of Floppy Phonics Level
- Reading ability
- Writing ability
- Numeracy ability
- Pupil progress data

This information is used to group pupils, inform planning and set future targets in Year One.

A meeting is held for parents/carers in the summer term prior to the children moving up. This is an opportunity to explain the process of transition to Year One and for parents to ask questions. Guidance is given on how parents can continue to support their child's learning in Year One.

Review Date May, 2027