

## Ideas for Effective Transitions

*This list has been taken from an Early Years Alliance Project called Flying Start Luton. Please note that this is not an exhaustive list, and some suggestions may not be relevant to your school or setting, however we hope that you find some ideas you like!*

- Reception staff visit nurseries/pre-schools
- Pre-school staff and children visit schools
- Letters to parents when places are first allocated, welcoming them and reassuring them that they will be contacted with more details nearer the time of starting school.
- Personal invites to the children (sent through the post) to come in and visit school.
- 'All about me' sheet given to parents to complete about their child, focusing on child's likes, dislikes, fears, interests, family context, etc.
- Stay and Play sessions for each new class, organised by family workers, with teachers popping in to meet children.
- Different language focus for transition meetings, e.g., Polish, Bengali.
- Family fun afternoons in September for new parents/carers and children.
- Story time swaps with prospective teachers (e.g., reception children share story with prospective year 1 teachers, providing time for reception teachers to meet nursery children)
- Parents meetings at the end of June where parents are invited to meet the teachers and find out about the school
- Parents to be given the contact details of the school's parent and family support worker and encouraged to contact them if they have any concerns prior to their child starting school.
- Staggered intake starting with the *youngest* children first rather than the *older* children. This enables the youngest children to be in the smallest groups to help them settle. Once settled they can then have their confidence boosted by supporting the older children as they start school.
- Starting children in Reception before the rest of the school starts to enable all school staff to help and to support every child to settle.
- Parents stay with children for the first part of the session and settle them at an activity

- Parent and family support worker running 'Preparing for School' course for parents, focusing on items such as what to include in their child's lunch box, dressing and toileting skills.
- Mums and Dads groups and support to link new parents with established ones.
- Toddler Time sessions
- Young Mums group
- Invites to parents outside the local area to attend stay and play sessions.
- Parent and family support workers to discuss how vulnerable families can be supported
- Information and activity evening for all the family prior to starting school
- Reading workshops
- Children and parents new to the school invited to a 'Welcome to ..... School' meeting
- Open evenings and Open days-with more than one session available for parents to attend.
- Intake meetings in July-relevant paperwork completed and details of school information given
- Home visits in September-form filling [including the Pupil Premium form], answering questions, complete 'all about me' sheet, take photo of children (and parents) for pegs
- 'Share Bear'-children given a small teddy bear during home visits, which they must bring back to school on their first day
- Sharing information and records, particularly regarding SEND and medical needs
- Send up checklists of development – Progress Trackers
- SEND passport – photo book of child with SEND to explain needs in child friendly language to the next teacher.
- Booklets showing the activities on offer in school, the staff the children will meet, the classroom children will be staying in, etc, accompanied with photographs and annotation, e.g. 'In school, we play in the sand' (with a photograph of the sand pit). Photographs of children eating their lunch and

photos of the toilet/cloakroom areas are also good as children worry about these things.

- Parents invited to have lunch with their children at school and help children familiarise themselves with the 'big' playground.
- Staff to initially assist with lunchtime period as this is a time when new children can get very upset and stressed.
- Feeder settings invited for story time and to watch the Christmas performance/Summer Concert at school
- Joint Teddy Bear Picnic with school/pre-school or with parents /carers too.
- Coffee morning for parents on the first day their children start school (providing a supportive environment for parents when they are feeling particularly emotional)
- Displaying children's work/photographs from pre-school
- Group children to start school in friendship groups
- A book to keep at Nursery/Pre-School to share with children about school
- Birthday photo board with names
- A photo book of all the Reception staff
- Photos of all children and of schools – cut out and laminated with a magnetic strip on back of each. Children can play and put right children with right school they are going to.
- Display of children in new school uniform – group together by school
- Circle Times to discuss moving on – feelings cards, 'big' stuff, shoes to pretend to walk to 'big' school
- Photo book of new school/setting to take home or leave at setting for discussion. Key locations to be pictured, e.g., classroom, cloakroom, toilet, hall, playground
- Complete a picture on home visit which is then displayed in new classroom
- Place children in classes with friends
- Have 1:1 meetings with parents and children and make sure that the child's voice and the parent's voice is noted down.
- Place siblings with familiar teachers
- Walk to school with the children and show them where their new school is



- Make sure all children are greeted by name
- No formal timetable for first half term, e.g., no P.E.
- Parent and child photo board – match carer to child
- ‘Buddying up’ with an older child/ playground pals
- ‘Graduation Ceremony’- celebrate the children moving on-invite families and identify a STAR quality for each child and announce the setting they will be moving to
- Supporting new parents to meet and support each other – particularly those new to the local area