



St Nicolas CE Primary School  
RECEPTION to YR 1 TRANSITION & CLASS ALLOCATION  
POLICY

A handwritten signature in cursive script, appearing to read 'R. Sweeney'.

CURRICULUM LEAD SIGNATURE:  
(Ruth Sweeney)

A handwritten signature in cursive script, appearing to read 'K. Hancock'.

LINK GOVERNOR SIGNATURE:  
(Katrina Hancock)

DATE ADOPTED: February 2024

DATE FOR REVIEW: February 2026

Additional notes:

Cross reference with the following policy/ies:

- Child Protection and Safeguarding
- Health and Safety
- Complaints
- SEND

**St Nicolas Primary School**  
**Reception to Year 1 Transition & Class Allocation Policy**

**1. Purpose**

- To ensure that children experience a smooth transition from Reception to Key Stage One.
- 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.

**2. Principles that underpin this Policy**

- Approaches to learning and teaching should be harmonised to ensure effective transition.
- Styles of learning and teaching should meet the needs and age appropriateness of the children.
- The Reception Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term of Year 1.
- Children should enjoy the new challenges and approaches to learning of Year 1.
- Transition should motivate and challenge children.
- Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal KS1 curriculum.

**3. Leadership and Management**

The Reception Coordinator and Key Stage 1 Coordinator will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process. They will report to the Headteacher and governors on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.

**4. Implementation**

Transition to Year 1 builds upon and extends the experiences children have had in Reception. Throughout the Autumn term, there continues to be opportunities for active child-initiated independent learning through planned play. The amount of time that children in Year 1 spend in adult-led focus groups will gradually increase so that the children remain motivated, enthused and eager learners.

**5. Assessment, recording and reporting**

Throughout Reception, children's learning and development is regularly observed through the use of focussed planned observations and spontaneous observations. These assessments of children's learning are recorded in an assessment learning journey, which are shared with children, parents and staff. As part of the transition to KS1 these learning journeys are passed to the Year 1 team.

To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for in the Autumn Term, information from Reception data is shared with Year 1 teachers at the end of the Summer Term. The data is used to plan next steps for children who are still working on the Early Learning Goals. Teachers continue to share Reception assessment with parents and children at scheduled parent/teacher meetings.

## **6. Monitoring and evaluation**

*The Key Stage 1 Coordinator monitors* the transition from the Reception curriculum to KS1 through the monitoring of planning, assessment records and through informal discussions with the Reception and the Year 1 staff.

## **7. Partnership with Parents**

A meeting is held to explain to parents/carers the process of transition and the changes to the structure of the school day during the summer term. At this meeting parents are consulted on their views, opinions and concerns on the transition to KS1. Guidance is given on how parents can continue to support their child's learning in Year 1, including the development of reading, writing and number skills. Year 1 staff use the Autumn parents/teacher interviews to help evaluate the transition process. Parents are encouraged to visit the year 1 class during an open afternoon in the Summer Term.

## **8. Resources**

During the summer term, Reception and Year 1 staff discuss transition, the Reception Profile and the needs of the individual child. Year 1 children will become familiar with the Year 1 environment and routines through weekly visits and story times.

## **9. Equal Opportunities**

All children are provided with equal opportunities to an effective transition in which there are no barriers based on race, sex, culture or ability. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

## **10. Special Educational Needs**

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure they meet their targets are shared with the SENCO, Reception and Key Stage 1 Coordinator and Year 1 team. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.

## **11. Health and Safety**

Refer to school policy.

## **Class Allocation and Organisation in Reception and Year One**

The standard pupil admission number for St Nicolas Primary School is 60 pupils per year group. The school aims to achieve the best combination of pupils in each class in order to allow the children to settle in smoothly and make the best possible progress. The aim of this policy is to outline the process the school undertakes when allocating pupils to classes.

The Reception Unit provides opportunities for all children across the year group to play and learn together. The environment is set up so that children have free flow throughout their Child Initiated play time. Children also learn in various other groupings – Key Person groups, various curriculum and class groups.

### **Reception Class Group Criteria**

Staff will consider pupil allocation according to the following criteria:

- Specific academic or social needs
- Gender and age balance
- Friendship

Pre-school/nursery settings will provide information on children's friendships and this information will be taken into account as we endeavour to place children with a friend/ familiar face. It is not always possible to allow parental preference for pupil pairings.

While it is sometimes the case that siblings follow the group/teacher that their older sibling has been in, this cannot be guaranteed as the above criteria is the priority for allocating groups.

### **Year One Classes**

Children's needs often change throughout the Reception Year. Children also arrive at St Nicolas from a range of settings. During the Reception year, staff will gather information on which groups of children work well together through observations of the children. The classes will be reviewed during the Spring Term and this information, as well as the above criteria, may be used to re-shuffle the classes at the end of the Reception Year in order to allocate children to Year 1 classes. From Year 1 onwards classes will be reviewed and will be changed if this is necessary to ensure that all children are able to make the best possible progress.