

St James' serves a community in an urban area with high levels of deprivation, our children arrive at St James' below average. We have 54 children attending our early year's setting. Our nursery building is separate from the main school building but both the reception and nursery children share an outdoor learning space.

Settling In and Parent Contact

- Weekly class 'Parent Mail' about our class learning, reminders etc
- We operate an open door policy and have regular contact with parents
- Open classroom informal events where parents are invited to view their child's work/chat with the teacher
- 'Learning in the Reception Classroom' parent event when parents receive insight into the Prime and Specific areas of learning
- Early parent's evening to discuss learning
- Parent letters
- 'Learning Overviews' are shared on our class page every half term
- Daily learning updates shared on X
- We use Tapestry to record and share the children's learning opportunities

Reception Transition At St James' Church of England Primary School

Gathering Information

- 'All About Me' booklet for parents to complete
- 'Treasure Box' icebreaker activity. Children place 2-3 special items in a box and discuss their hobbies, favourites and memories
- Phone consultations with nurseries
- Transition meeting with our feed-in nursery
- Informal phone meetings



Transition Arrangements

- Induction Meeting mid-May
- 2x stay and play sessions (July-mornings)
- Readiness for Reception workshop (opportunity for parents and children to meet other families before September)
- Nursery visits
- Nursery visits with our family support worker for those children who are identified as having additional needs
- Teacher visits to our school nursery
- Phone meetings with parents/nurseries
- No home visits due to low uptake and staffing
- Parent lunch
- Small group sessions in September
- Open classroom-parents invited into school to speak with the class teacher
- Classroom tour videos shared on our class Youtube channel
- Staff and classroom posters



Baseline

- RBA assessments. A tick list is used to record the children's answers as they work through their tasks
- **Mathematics**-counting objects, recognising numbers to 5, cardinal principle, linking numerals with an amount, completing repeating patterns
- **Personal, Social and Emotional** observations in the learning environment-isolated play? Do they play alongside? Group play? Do they make contributions to the play? Do they engage in positive play and are they cooperative?
- **Literacy**-familiar story sequencing and opportunities to discuss events in stories (Can the children use sentences joined up with words like 'because', 'or', 'and')
- Children are observed finding their name at snack time/self-registration and are encouraged to write their name/attempt some letters in their name
- Do they join in with rhymes and do they have some alliteration awareness?
- **Physical Development**-Fine motor skills observed including pencil grip, colour/drawing control, scissor grip/control
- Gross motor skills observed including mounting the stairs using alternate feet, skipping, hopping, jumping and balancing
- **Understanding the World**-Discussing the children's personal history, their likes/dislikes and drawing/talking about families