



## Thameside Primary School: Transition into Reception

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| <b>Policy reviewed by:</b> | Sebastian Sussmann                                     |
| <b>Key Changes:</b>        | Class assignment<br>Staggered entry<br>Late collection |



### **One point of entry**

At Thameside Primary School we aim to provide high quality provision for all children in Foundation Two (Reception) by meeting their collective and individual needs. One point of entry (September) takes into account the different and varied needs of all children through a creative and developmentally appropriate curriculum and a carefully managed transition (induction) into the foundation classes. Admission may be deferred until January or April. Foundation staff will welcome discussion with parents/carers to help assess the best time for their child to enter full time provision in school and how this is introduced.

### **Preparing for Foundation Stage**

We have a carefully planned transition programme that aims to help your child get to know the school and their teachers prior to their first day at Thameside.

### **Teacher visits to nurseries**

Foundation Stage teachers will visit 'feeder' settings to meet and observe children in their current setting, and to talk about their learning. These take place in the summer term before your child starts school.

### **Class Assignment**

The Foundation Stage Leader will use information gathered at these visits from children's key workers and through interactions with children themselves to inform allocation of classes. Once classes are assigned they cannot be changed. Be aware that children spend most of their time in provision with the whole year group and therefore class assignment has minimal impact on children's friendships and associations.

### **New parents meeting**

An evening meeting for *all* new parents/carers of children starting in the new academic year will be held in the summer term before the children start in September. During the meeting you will receive more information about Thameside in addition to the information in the parent handbook. Parents will be reminded to return all of their admission forms and will be encouraged to sign up to a home visit or a meet the teacher/transition visit in September.

### **Deferred entry**

Most children start Reception in September following their fourth birthday and benefit from participating in our full transition programme.

Parents have the right to request a deferred start to Reception in line with admissions guidance. If a child's start date is deferred, they will join the school at a later point in the academic year but will normally remain in their chronological year group. Depending on the start date, this may reduce the amount of time a child spends in Reception before moving to Year 1.



Families considering deferred entry are encouraged to discuss their child's needs with the school and the Admissions Team before making a decision.

Where a deferred start has been agreed, a home visit and/or transition meeting will be arranged during the term prior to admission. Children will then follow an adjusted transition programme, including visits where appropriate, before starting school.

### **Stay and Play visits**

These are informal, one-hour sessions that take place in the summer term before your child starts in September, so parents and children can meet their new classmates and teacher in their future classroom. Children will be able to play with and explore both the indoor and outdoor areas with their parents and peers, and you will be able to talk to your child's class teacher.

### **Transition/Meet the Teacher/ Home Visits**

Depending on the cohort size and the needs of the children, Thameside will be offering either home visits or meet the teacher/transition visits (held at school). At Thameside, these visits happen in the summer term to enable the children to start at the beginning of term in September.

These visits offer dedicated time for children and parents to get to know their teachers and are an integral part of the transition process. These visits are offered to all children and their families, whether they are coming from Early Years settings or straight from home.

These visits offer a valuable opportunity for children, teachers and families to get to know each other. We will ensure uninterrupted time is dedicated to individual parents/carers and children to share information, answer any questions or address concerns.

### **One-Page Profile (OPP)**

This is a document containing a picture of your child and includes their likes, dislikes and how school can best support them. The OPPs are really valuable as they help teachers learn more personalised information about your child before they start school. You can find OPPs for all of the Foundation Stage staff on the New Starters page of our school website.

## **Starting school**

### **Staggered entry**

At the start of term in September, children will be invited into school for a morning session, then a morning and lunch session before starting school full time. Depending upon the length of the first week back there may be more than one day of morning and lunch sessions before starting full time.



### **Full days**

Our aim is for all children to start school full time as soon as possible. Parents and careers will be able to bring their children into the classroom on their first day only. Thereafter children must be dropped off at the main Foundation Stage gate, where they will be greeted by their class teacher and walk into the classroom independently.

### **Working parents/carers**

Thameside offers wraparound care which includes breakfast and afterschool care; please see the school office for further information.

### **Drop-off and collection**

#### **Drop-off**

The Foundation Stage gate is opened at 8.35am to enable the children to be in the classroom ready to learn at 8.40am. Children must be dropped off at the gate by an adult.

#### **Late arrival**

If the gate is shut on arrival, please take your child to the school office from where they can go through to their classroom.

#### **Collection**

At the end of the school day (3.10pm for Foundation Stage) your child must be collected by an adult from the Foundation Stage gate where they were dropped off in the morning. Our expectation is that children are picked up by parents at 3:10 promptly.

Before your child starts school, you will be asked who normally collects at the end of the day. If for any reason a different adult will be collecting your child, you **must** inform the school, either in person by talking to a Foundation Stage staff member or school office staff, or by email or a phone call to the school office.

#### **Late collection**

Any children who have not been collected by 3.20pm will be taken to aftercare by their class teacher.

We would like parents to be aware that a charge will be incurred to parents for this service.

#### **Dogs**

No dogs are allowed on school grounds at any time, including at drop-off and collection.

### **Aftercare and after-school clubs**

Foundation Stage children attending aftercare or after-school clubs will be taken there by a member of staff. Once your child is in Year 1 or 2 (Key Stage 1/KS1), they will be taken there initially but will be expected to go independently when appropriate.

### **Class Profiles**

Children are allocated to two Reception classes, each carefully balanced to ensure an equal mix of ages, boys and girls, and children from a range of ethnic backgrounds. Class profiles are carefully informed by



information gathered during nursery visits and discussions with key staff who know the children well. All children will have regular opportunities to mix and build friendships across both classes during self-directed activities (Challenge Time).

Please note that once class allocations have been finalised, we are unable to accommodate requests for changes unless there are exceptional circumstances, such as legitimate safeguarding concerns.

### **Year 5 Buddies**

During the transition period, teachers and teaching assistants support children in managing their lunchtime routines. Each child is also assigned a Year 5 'buddy' who collects them from their classroom, helps them wash their hands, and eats lunch alongside them—offering encouragement and practical help such as opening packets. This buddy system is a valuable part of our approach, as children remain paired with the same buddy throughout their first two years at school, helping to build a strong, supportive relationship during this important stage. If children are having a school lunch, we encourage them to eat with a knife and fork and to try new foods.

### **Lunchtime and playtime**

Playtime will be built into the reception class routine during the morning. Reception lunchtime currently begins at 11.45am and finishes at 12.45pm allowing children to enter the dinner hall first. Children will have an outdoor lunchtime play with trained lunchtime supervisors allocated for reception children.

### **School lunch / packed lunch**

All children in Foundation Stage are eligible for a universal free school meal and are strongly encouraged to do so. We can cater for all dietary requirements. Bookings for meals are made online via ParentPay. Details of this system will be given during the information meeting. Parents/carers without access to a computer can make bookings at the school office.

If they choose to bring a packed lunch children should be able to eat it with ease. Please consider what you put into a lunchbox – the wrappings should be easy to manage! Please consider the amount of food your child has – they have a limited time to eat.

The following foods must not be included in lunchboxes:

- Nuts (because of allergies – there are a number of children in school for whom contact with nuts has serious implications and require prompt medical treatment)
- Sweets – these contain high levels of fat and sugar and contribute to dental problems
- Fizzy drinks

### **Clothes**

We are proud of our uniform and children should take pride in wearing it. Our school colour is maroon and is teamed with grey or black, and white.



### Uniform

- Grey school trousers, shorts, skirt or pinafore dress
- White polo shirt
- Maroon sweatshirt or cardigan (with or without school logo)
- Maroon school fleece
- Summer dress – maroon or red check pattern

### Footwear

Children should wear sturdy black shoes. Black trainers (*without* logo, stripes or different coloured laces) may be worn, but your child should have a change of shoes for PE.

### PE kit

We follow the Inclusive Sportswear Movement: we believe all children should feel comfortable, confident and included during PE. This supports participation, enjoyment and a sense of belonging in sport.

There is no need to buy new clothing – children can wear any suitable sportswear they already own.

#### Allowed:

- Shorts, leggings
- T-shirt
- Suitable footwear (trainers, astros)
- Typical PE kit (e.g. plain white T-shirt/ black shorts or joggers)

#### Not allowed:

- Crop tops, hotpants
- Studded boots

#### Please note:

- Children should bring their PE kit into school to get changed.
- Long hair must be tied back and earrings should be removed or taped.
- Please see the school Uniform Policy for more detailed information.

Some supermarkets and retailers stock maroon sweatshirts, jumpers, cardigans and maroon or red check dresses. Other items of school uniform – grey trousers and skirts, white shirts and polo shirts – are widely available. You can purchase embroidered school uniform from our chosen suppliers:

'School Trends' Visit [www.schooltrends.co.uk/uniform/thameside\\_primary\\_school\\_Rg4\\_8db](http://www.schooltrends.co.uk/uniform/thameside_primary_school_Rg4_8db)

'Earth Uniform' Visit: <https://www.earthuniform.com/pages/find-my-school> or

'Myclothing.com' Visit: [Thameside Primary School – My Clothing](https://myclothing.com/collections/thameside-primary-school-29050)

Unique My Clothing link: <https://myclothing.com/collections/thameside-primary-school-29050>

### Toilets and hand washing

We expect children to be able to use the toilet and manage their personal hygiene independently. We ask all parents/carers to provide a set of **named** spare clothes and to have these available in school every day, in case of any accidents.



### **How to help your child to be school-ready**

To help your child develop independence, support them to do the following if they are able to:

- Getting dressed independently every day – practise closing buttons, putting on socks and shoes on the correct feet, putting a coat on and zipping up
- Going to the toilet on their own – simple clothing like elasticated waistbands are easier to get on and off
- Cutting food using a 'real' knife and fork and pouring a drink from a plastic jug
- Tidying up their toys and doing simple household chores – giving them responsibilities will help them to become more independent
- Help them to recognise their name in writing and to consistently respond to it verbally.

### **You can practise some of the skills your child will develop in early years in a way that suits your child's interest and play.**

- Lots of the learning in Reception happens through play. Get down onto the carpet so you're at their level and enjoy some play with your child. Follow their lead with what they're doing or how they're playing. Then, try to get them to follow your lead and create games together.
- Do some drawing, painting or mark making together- have fun making marks with everything from mud to gravy!
- Do turn-taking activities such as playing with a toy – this helps them to get used to taking turns and to understand the concept of sharing.
- Try to encourage your child to eat with others, even if it's just a snack.
- Talk to your child in your home language. Don't worry about talking in English if this is not what you do normally. If your child can talk well in your home language they will pick up English more quickly at school.
- If you are using screens to stay in touch with family and friends, include children in video calls and activities. Getting them to have conversations with relatives and friends is a good way to combine screen time while helping children to improve their speech.

### **Support your child to develop an interest in stories, sounds and numbers**

- Read to your child every day – we get many of our new words from what we read. Research shows that reading stories is one of the best things parents can do to help children do well at school. It's great to get to know some stories well, so don't worry if your child asks for one book over and over again. This will help them later in school when they start to learn to write.
- Explore rhyming words and sing songs together – action songs are fun!
- Count items out together and talk about numbers you see around you.

*S Sussmann, July 2026*