



Parkside Community Foundation Primary School

EYFS to KS1 Transition Policy

Defining 'Transition'

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next. Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the more formal approach of the KS1 National Curriculum.

At Parkside Community Foundation Primary School we recognise that rapid change can lead to insecurity and stress, sometimes leading to inappropriate behaviour. We believe that a successful transition is the result of effective communication and a planned induction to Year 1 with the gradual implementation of a more formal KS1 curriculum.

This belief is documented in Ofsted's Bold Beginnings, 2017 which states:

'The need for Reception and Year 1 teachers to be given time to share and talk about data so that it can be used positively to shape an engaging and tailored learning space for young children as they transition from Early Years to Key Stage 1.'

This sentiment is also agreed by Bryce-Clegg who writes ***'Effective transition takes time and is a process rather than an event'***.

Aims and Rationale

This policy is a formal statement of our intent for EYFS to Year 1 transition. At Parkside Community Foundation Primary School we understand the importance of creating a whole school approach, with children, staff, parents, Governors and other stakeholders and agencies having a clear understanding of their roles and responsibilities. It is our intention that all children at our school experience a smooth educational and emotional transition from one phase to the next by:

- ❖ Promoting the smooth transition of children.
- ❖ Preventing and alleviating stress in order to promote emotional wellbeing and involvement.
- ❖ Promoting continuity of teaching and learning by sharing knowledge of children's development and different curriculums, to inform practice.

Inclusion and Equal Opportunities

Our children and parents are actively involved in the transition process and their perceptions about transition to Year 1 are explored and valued. There are clear curriculum guidelines for children with SEND during transition as well as those still at the early stages of learning English.

Appropriate assistance will be provided in a variety of ways including:

- Using pupils' ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child

- Supporting play through language provision with an additional adult

Principles Underpinning the Policy

- ✓ Children should enjoy the transition process.
- ✓ The transition should motivate and challenge children.
- ✓ Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child.
- ✓ Children's emotional welfare, wellbeing and involvement should be assessed before and after transition. Transition includes changes in environment, circumstances and relationships.
- ✓ Approaches to teaching and learning should be harmonised at the point of transition.
- ✓ Styles of teaching and learning should meet the needs of children and not preconceived notions of what is or is not appropriate for the next phase/Key Stage.
- ✓ There should be a professional regard for the information from the previous setting/phase.
- ✓ Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children.
- ✓ Effective transition takes time, and is a process rather than an event.
- ✓ Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- ✓ Transition is about the setting fitting the child, not the child fitting the setting.

Looking Ahead

Successful transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place.

During Term 6, EYFS Record of Transfer meetings are held between the EYFS Leader and Year 1 teacher to discuss the transition between the stages. These meetings allow for data, expertise and experiences of individual children to be shared and discussed.

The Foundation Stage Leader will ensure transition discussions take place for all children individually with specific actions agreed during handover. In addition to the Record of Transfer document (see Appendix 1), all data will be shared including:

- ❖ Characteristics of Effective Learning
- ❖ EYFS Record of Transfer
- ❖ Individual Assessment portfolios and evidence to support these
- ❖ Additional Educational Need (AEN) file
- ❖ Data generated by Bromcom
- ❖ Letters and Sounds assessment grid

The EYFS Leader in consultations with the SENCO and Head of School will produce an annual transition timetable (see Appendix 2). This will contain the different activities and time slots that will be dedicated to the transition of the children from Reception to Year 1. This will include a 'moving up day' where the time is dedicated to children going up to their new room for short periods.

There will also be a timetable set up for teachers to visit their new class for story time and times when the children visit their new class. SEND children have transition booklets which are shared

with parents and Year 1 teacher as well as additional visits to Y1 classes at different times with a familiar adult accompanying them.

Curriculum

A mixture of the Early Years guidance, Development Matters, and the National Curriculum are used to inform planning, depending on where the children are in their development. All children Expected levels will begin to be planned for using the National Curriculum. Those children who are Entering Year 1 working at an Emerging level will be planned for using the Development Matters document in conjunction with the National Curriculum and, where appropriate Prior Key Stage and P-scales are also considered.

Progress

On entry to the Foundation Stage some children present with low social and emotional starting points which can impact on the developmental stages and readiness for learning. It is expected that children who are working at low developmental stages at the start of Year 1, without any identified learning needs, will have their progress accelerated during the year, therefore moving to age Expected National Curriculum levels. By the end of Year 1, the national expectation is for children to be working at Expected level within Band 6 or 7.

Assessment

Handover meetings take place during Term 6 between the Reception and Year 1 teacher using the EYFS Record of Transfer document and data is shared. Children are discussed in detail with individual needs covered and targets agreed for children to continue working on during the Autumn term.

Assessment information is stored on Tapestry and Bromcom.

Planning





Planning is based upon children's current needs and interests wherever possible using assessment information shared during the Handover Meeting. Teachers from both EYFS and Year 1 discuss the Autumn Term planning strategies and where applicable tailor it to the needs/interests of the cohort. Staff will use the Early Learning Goals objectives where appropriate. Reception plans are adapted to enable guided group work and challenges and to enable children to take greater responsibility for their learning.

The style and content of teaching and learning in Year 1

During Term 1, the Early Years Outcomes and National Curriculum will be used to inform planning, assessment and to identify gaps in children's learning. By the end of Term 2 it is expected that the majority of children will be working within Kent Steps and being taught from the National Curriculum. This document will be used for assessment and planning. Children identified as working below National Curriculum expectations will need further support and intervention. Guidance from the SENCO may be required at this point.

Familiarisation with Key Stage 1:

The following will be used to aid the transition process of children between the Key Stages:

-  Joint playtimes with Key stage 1 and Reception
-  Children encouraged to visit Year 1 to share good work
-  Moving up day visit to work in Year 1 in July
-  Year 1 teacher will visit Reception class in July

Organisation

The Year 1 teacher organises their classroom to provide quality first teacher directed activities in addition to planning for continuous provision. Resources are used to maximise learning opportunities and to promote creativity, awe and wonder and to maximise the use of the outdoor learning spaces to reflect Reception provision. Year 1 plans ensure that the children gradually become more confident and independent through high expectations of individuals and guided group work.

Activities are interactive, with a mixture of adult led and child initiated continuous provision. The plans continue to follow the EYFS curriculum, with targeted challenges for children who are ready.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Executive Headteacher _____

Signed by Chair of Governors _____

Appendices

Appendix 1

EYFS Record of Transfer

Pupil:

Concerns discussed:

	PSED	CAL	PD	Literacy	Maths	UTW	EAD
Working <i>below</i> age-related expectations EMERGING ELG							
Working <i>at</i> age-related expectations EXPECTED ELG							
Working <i>above</i> age-related expectations EXCEEDING ELG							

Action Agreed:

Sign and date:

Appendix 2

Example Transition Timetable

Time	Year	Steps	Monitoring & Assessment	Person(s) Responsible
Summer Term May	Rec/Y1	Moderation Meeting to agree standards	Moderation outcomes shared and agreed	EYFS Lead Y1 Teacher Assessment Lead
Summer Term June	Rec	Informal meeting, Reception and Year 1 teacher (when known) to discuss children with specific needs. Reception planning modified in accordance to discussion, e.g.		SENCo EYFS Lead
Summer Term June	Rec	SENCo meets identified parents of children who are vulnerable during transition. Discussions are had about how school and home can best work together to ease the transition period	EYFS Profile submitted to the LA	SENCo
5 Summer July	Rec	Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional development focus	EYFS Profile reports to parents	EYFS Lead
Summer July	Rec/Y1	Year 1 teachers visit Reception children, teaching sessions in familiar setting. Morning transition session (or sessions if required) in Year 1 with new teacher	EYFS leader to monitor and request additional sessions if necessary	Head of School EYFS Lead
Summer July	Rec/Y1	Handover meetings between Reception/Year 1 teachers and TA's Head of School		Head of School
Autumn Term 1	SENCo	Assessment used to select children for additional support		SENCo
Week 1 – 4	Y1	Play-based activities, using Reception model, with teacher led group activities to support the development of basic skills, meeting the needs of individual children.	Monitor and assess	EYFS Lead Year 1 Teacher
Week 5	Y1	Children assessed for Autumn half term 1 and targets set/amended for end of Key Stage and end of Year 1.	NC assessments, EY profile for those working below expected, P Scales for those with SEN	SENCo Assessment Lead
Autumn Term 2	Y1	Move towards more formal learning, increasing the number of groups working with the teacher/additional adult until a whole class model is reached.		Y1 Teacher Head of School