

Early Years Foundation Stage Transition Policy



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The importance of smooth transition

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty where surroundings, expectations and procedures are different and key people unfamiliar. Getting transition right is vital for every child and should be seen not as an event but a process that involves children, practitioners and parents together.

The child for whom change is stressful, despite appearing to 'cope' is possibly having to function in a high stress level. This can manifest itself through:

- Lack of attention
- Poor concentration
- Poor attitude or motivation
- Lack of self-control
- Behaviour difficulties
- Poor social skills
- Poor self-help
- Unwillingness to be taught
- Anxiety
- Needing lots of reassurance
- Poor initiative

However, if children are supported through change by a smooth transition process they are enabled to:

- feel a sense of belonging
- feel held in mind
- feel like a fish in water
- be ready, willing and able to make the most of the new situation

Anne O'Connor, Understanding Transition

Ensuring continuity from Foundation Stage into Year 1

“Child development tells us that children’s learning needs in Year 1 are broadly similar to those for children in the Reception year and that children should not go from being seen as a ‘unique child’ to a ‘Year 1’ in one small step down the corridor”

Julie Fisher: Moving on to Key Stage 1

The process of transition may be viewed as one of adaptation with the best adaptation taking place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time. The

responsibility for addressing transition issues does not lie solely in changing the practice of teachers in Year 1. Rather, it is a shared venture between Early Years and Year 1 practitioners, school leadership teams, parents and children where the focus is:

- preserving the best of foundation stage practice
- maintaining a smooth transition where children feel secure, comfortable and successful, and change is introduced gradually
- making sure that vital information is transferred
- providing support for vulnerable children
- making sure that parents and children are involved in the process
- recognising the different learning styles of different children and of girls and boys
- incorporating what we know about effective learning and teaching of 5 and 6 year olds

Strategies to support transition

Curriculum Strategies

- Identify commonalities between the principles of the Primary National Curriculum and the Early Years Foundation Stage

- Review the curriculum to promote a greater continuity of provision, including the establishment of continuous provision, from Reception through to KS1

Planning Strategies

- Use Foundation Stage Profile data to inform planning in Y1
- Use Early Learning Goals not achieved as a starting point for learning in Y1
- Mirror Reception summer term planning in Autumn term Y1
- Plan for continuity of teaching styles

Organisational Strategies (resources, routines and classrooms)

- Develop similar routines and timetables in Y1 to Reception
- Encourage shared use of resources across the two year groups
- Organise Y1 learning environment to support play based learning
- Develop themed role-play areas in all KS1 classes

Organisational Strategies (staffing)

- Arrange for Y1 teachers to work alongside Reception teachers in the summer term to consider practices and expectations
- Arrange for Reception teachers to observe and work alongside Y1 teachers in the autumn term
- Develop KS1 understanding of Foundation Stage Profile – the assessment process and how the data should be used

Organisational Strategies (children)

- Organise transition days/sessions for children to meet new teacher and visit new classroom
- Allow children to mix socially between year groups at mealtimes
- Introduce Y1/Reception buddies
- Establish joint activities between year groups; shared reading, trips, events

The Early Years Foundation Stage Profile

The primary purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The primary uses of EYFS Profile data are to:

- inform parents/carers about their child's development against the early learning goals (ELGs) and the characteristics of their learning;
- support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers; and help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Where a child's learning and development does not yet meet what is expected at the end of EYFS, then the learning and development are said to be at the emerging level for that ELG.

- The child's learning and development should be described in relation to the *Development Matters* statements which describe learning at earlier stages.

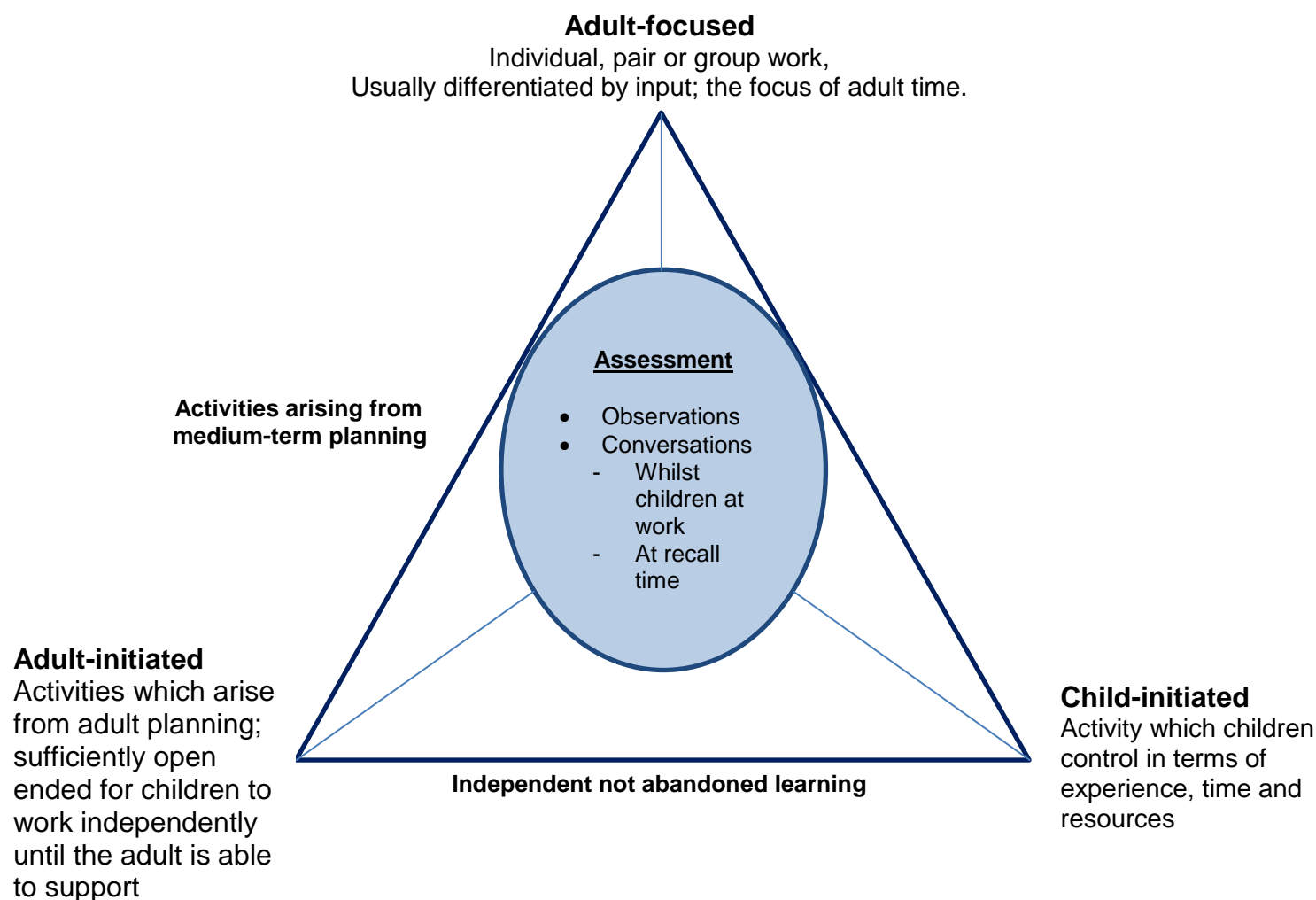
It is likely that an outcome of emerging alone will not provide full detail of a child's learning and development. Additional information should be considered to support the dialogue with parents, Year 1 teachers and moderators.

Where a child's development exceeds what is set out as that expected at the end of the EYFS, attainment should be recorded as being at the exceeding level for that ELG.

The transition between the EYFS and Year 1 should be seamless and enhanced by practitioners and Year 1 teachers working together.

- practitioners may provide any additional information needed to enable Year 1 teachers to plan an effective curriculum and provision for all children.
- decisions about this additional information should be made by each setting and reflect the characteristics and requirements of that setting.

The balance of classroom activities



<u>What?</u>	<u>Who?</u>	<u>When?</u>
Playtimes	FS children to join KS1 at playtimes	Summer Term 2 Every day
Story swaps	Year 1 teachers to go into FS to read children a story.	Summer Term 2 2 x afternoons per week (2:30)
Transition Days	Children to be in their new classrooms with their new teacher.	To be confirmed