



Hartington C of E Primary School



"Caring & sharing as part of God's family"

"Loving our neighbour as we love ourselves" - Luke 10:27

Headteacher

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EYFS/KS1 Transition Policy

In this policy, 'transition' describes the movement that takes place from one year to the next or from one setting to another. This includes movement from one phase of education to the next. Although the children in both of these key stages often work together within different curriculum areas, the school practitioners recognise the distinctive differences between the two and ensure the planning and delivery of tasks is in line with both curriculums. Through the children working in partnership with each other not only supports the development of skills and knowledge, but also helps to promote the school's Christian vision and values teaching them respect and tolerance for others opinions and ideas.

Aims

- To ensure children have positive experiences of transitions which promote their wellbeing, learning and development
- To inform parents and children about the transition process and how parents can support their child
- To ensure children and parents are actively involved in the process of transition and that their perceptions about transition are understood and valued
- To ensure that children access the most appropriate curriculum for their needs
- To ensure that that children continue to make good progress through an appropriate quality and pace of learning
- To ensure that all staff, parents and children see transition as a process rather than a single event
- To ensure good communication between staff, parents and children

The school has an open-door policy where it is encouraged and supported that parents and staff engage in constructive dialogue which supports children's learning and progress whilst ensuring their positive mental health.

Equal Opportunities

Both children and parents are actively involved in the process and their perceptions about transition are valued.

To ensure inclusion is promoted throughout transitions the following will be provided in a variety of ways to promote positive and effective experiences:

- A range of learning styles
- Using children's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child

Transition plans and discussions will be undertaken then completed for those children with additional needs.

We are committed:

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners
- To ensure information is shared between different settings in terms of children's development, learning records and any other information
- To ensure all parents, children and practitioners have adequate information relating to transition
- To ensure all children settle quickly into their new setting or year group and feel secure and motivated to learn

Transition Principles

The overarching principles that underpin this transition policy are:

- Approaches to teaching and learning in both EYFS and KS1 should be consistent at the point of transition
- Information from the previous setting or class should be given professional regard
- Planning is based on assessment information from the previous setting or class
- Approaches to and styles of teaching and learning should reflect the current cohort needs
- The transition process should be an enjoyable, motivating and challenging experience for children
- Children's wellbeing and emotional welfare should be considered before, during and after transition
- Staffing should be closely monitored and allocated according to need over the transition period
- Transition is perceived by staff, children and parents as a process not a single event
- Parents have a clear and informed understanding of the transition process
- Children, parents and staff are all involved equally in the transition process
- Transition focuses on fitting the setting to the child and not fitting the child to the setting

- Transitions are well thought through processes with key systems and procedures in place
- Transition processes are flexible to the need of the individual child

Key Systems and Procedures

Good transitions take careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place in preparation for smooth and effective transitions.

Transition into Reception

A range of strategies, systems and procedures are in place to promote good transitions from feeder nurseries and pre-schools into Reception classes. These include:

- Visits and collaborations between feeder nurseries and pre-schools with Reception classes throughout the summer term 6 (determined by individual pupil need)
- Joint activities between the school and feeder nurseries and pre-schools
- During the last term in nursery or pre-school, children visit their new classroom on regular occasions, to become familiar with the setting and staff and vice versa
- Home visits if required at prior to starting school
- Assessments and learning journals from feeder nurseries and pre-schools are examined ahead of children starting in Reception
- Children start their first term in Reception following transition sessions via staggered hours (staying until lunch time and then stay for lunch but not for the afternoon session). This staggered entry is spread over 2-3 weeks prior to children starting full-time in the following term
- Children initially work with their key worker in Reception for the first few weeks, gradually building up to work with other adults as the term progresses

Transition from Reception into Key Stage One

A range of strategies, systems and procedures are in place to promote good transitions from Reception classes into Year 1 classes. These include:

- Reception practitioners are given designated time to observe teaching practice in Year 1 at least once a term and vice versa
- Reception and Year 1 practitioners regularly teach and spend time in each other's classes to develop a greater understanding of children's learning and gain knowledge about the contrasting curriculum
- Year 1 practitioners regularly visit the Reception classroom for short periods to play with and observe the children
- Time is planned for termly meetings between Reception and Year 1 for practitioners to discuss ongoing assessment and profile information
- Joint projects planned between Reception and Year 1
- Within the weekly daily planning of each key stage opportunities for Reception children to work collaboratively with Year 1 classes
- Circle time discussions in Reception include discussions about moving to Year 1

- Reception children visit Year 1 regularly over the Summer term so that the children are familiar with the staff and learning environment
- Reception children have regular opportunities to play in the Key Stage 1/ 2 playground at break and lunch times throughout the academic year
- Reception parents are invited to meet the Year 1 practitioners and support staff and to explore the Year 1 environment if required
- Support staff may move temporarily with children according to needs
- Year 1 practitioners continue to use EYFS documentation and adopt similar routines, expectations and activities as in Reception, enabling the children who have not yet achieved their early learning goals to continue to do so (P levels / formative footprints) are used for children on the SEND register
- The Year 1 learning environment continues to offer opportunities for active child initiated independent learning through planned play
- Children in Year 1 have access to an outdoor learning environment whenever possible to support teaching and learning
- Children continue to be assessed on the EYFS profile where appropriate
- The areas of provision in Year 1 are planned for appropriate learning objectives with more challenge and adult-led tasks
- Reception and Year 1 practitioners meet after the first few weeks in Year 1 to discuss individual children following a settling in period

The learning environment

One of the core principles of effective and successful transition is the creation of an appropriate learning environment. To this end the following should apply:

- Reception staff should be aware of the varied learning environments children are transitioning from in order to help inform the way they plan and provide for learning opportunities in their classroom
- Year 1 staff should be familiar and confident with the underlying principles of the Early Years learning environment to help inform the way they plan and provide for learning opportunities in their classroom
- Continuous provision should be evident in Year 1 classrooms
- Access to outdoor learning should remain in Year 1 to support their teaching and learning

Partnerships with Parents

Parents are encouraged to be involved in the transition process. We aim to ensure they have an informed understanding of our underlying principles through the following:

- Parents are informed by the beginning of the final summer half term as to the teacher their child will be working with and which group
- Parent meetings are held in the summer and autumn terms to provide practical information about the EYFS or KS1 curriculum as well as suggestions as to how they can help their child in the transition process

- Parents are invited to experience the Reception and Year 1 environments, classroom layout and resources before September (parent consultation meetings)
- Parents are given clear information about what to expect in both Reception and Year 1
- Parents are given the opportunity to meet Reception or Year 1 staff informally prior to transition
- Parents are sent half termly newsletters informing them of curriculum coverage and how to help their child at home
- Reception parents are invited to come and help out in Year 1 as well as in Reception
- Brief end of the day 'open door' sessions to parents are always available for Reception and Year 1 parents to address any issues regarding their child settling in

Written by T.Blackwell December 2023

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