



# Transition from EYFS to KS1

Governor Committee Responsible	L&T
Review period	ANNUAL
Policy approved by Governors/Head Teacher	HEAD TEACHER
Meeting minute reference	N/A
Status	ADVISABLE
Next review	OCT 2019
Document version number	V2.1
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Signed by	Signature	Date
Chair of Governors		
Head Teacher		

Document History	
V1.0	February 2014
V2	October 2017

## **Introduction**

Excellence and Enjoyment discusses broadening and increasing the creativity within Key Stage One to meet the needs of young children. Extending the Foundation Stage curriculum into Key Stage One would address the advice given in this guidance, as well as meeting the needs of younger children as they progress through their learning. 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.

At Heather Ridge Infant School, we are committed to the Early Years Foundation Stage (EYFS) curriculum. The EYFS provides the firm foundations upon which all subsequent learning builds. The transition from Reception to Year One is managed in a planned way, taking into account the needs of the young learner. We believe that the best practice is to view learning as a continuum, and therefore ensure that the transition between Reception and Year One is both smooth and appropriate to our children's needs, taking into account the EYFS curriculum and the National curriculum.

## **Aims**

We aim for our children to experience a smooth educational and emotional transition from the EYFS to Year One, so that the pace and quality of learning are maintained to ensure that children continue to make good progress.

## **Equal opportunities and inclusion**

The children and parents are actively involved in the transition process and their views are valued via regular pupil/parent discussions and meetings specifically for parents (including an initial transition in the summer term before they enter Year One). Class teachers allocate time to discuss pupils in order to build a clearer picture of pupil's educational skills and emotional intelligence.

Children will have the opportunity in the summer term to regularly access the Year 1 classroom and become familiar with Key Stage 1 staff, also the Year 1 teacher will spend time working alongside the Foundation Stage staff. We recognise that the transition may be more stressful for some children due to specific learning difficulties, emotional immaturity and English as an additional language, travelling families etc. The progress of all children at transition is monitored to quickly identify children who may be underachieving. The learning environment and efficient monitoring of levels enables any barriers to learning to be removed. The PSED curriculum and the school ELSA is used to support a smooth transition. There will continue to be full dialogue between Foundation Stage staff and those of Key Stage 1 especially in the Autumn Term.

## **Principles that underpin the policy**

- Good communication between Year One and Reception teachers
- Reception children are given ample opportunity to spend time in Year 1 and meet the staff and be comfortable in their new environment
- Use the Early Years curriculum information to develop all planning. Key stage one plans adapted to make them appropriate for the learning environment of young children

- Where necessary, children will continue to be assessed using the profile until they meet the expected levels of attainment. Children who are ready will be assessed using the national curriculum levels
- There is a professional regard for information from the previous setting
- Pupil's skills, knowledge and understanding are built upon appropriately and the style of teaching and learning meets the needs of the children and not pre-conceived notions of what is appropriate in the next teaching phase
- Using observations of children to inform planning of teaching and learning.
- The importance of play is emphasised especially in the first full term
- Ensure teaching reflects a variety of preferred learning styles
- Due regard will be paid to the way children learn (playing & exploring, active learning, creating & thinking critically) as recorded in the end of year report from the Early Years Foundation Stage
- Provision is made for outdoor learning in the Year One designated area.
- Children will be given opportunities to continue to learn through the outdoor setting
- Transition motivates and challenges the children
- Raising parent's awareness of the different stages
- Independent learning and the ability to make their own choices will continue to be promoted
- The year 1 curriculum will continue to build on and extend the experiences of the EYFS through the EYFS, the national curriculum and the primary strategies which help to develop the 'whole' child
- Teaching styles – children are exposed to a variety of teaching styles e.g. 1-1, small group with the emphasis on child initiated/independent learning. More opportunities for whole class teaching will be slowly introduced in the spring term.
- Independent learning and the ability to make their own choices will continue to be promoted.

### **Planning**

- The EYFS, National Curriculum and the National Strategies provide the basis for our long term planning
- Medium term planning should be followed. This has been carefully mapped out to cater for the smooth running of the transition process. Medium term planning should not be adapted without prior consultation/authorisation by the Team Leaders for EYFS/Year One
- Short term planning will be adapted to meet the personalised learning needs of each specific cohort (based on tracking and profile/learning journals received from Reception and ongoing assessment)

### **Management of transition**

- Both sets of staff meet to discuss children's progress and to be aware of any children on the SEND register with pathway plans and Gifted and Talented children and those that have not made GLD (expected level)
- Year One staff observe reception teaching area at different times in the year to increase their own understanding of the EYFS curriculum
- A welcome meeting is held in the Autumn term for parents to ask questions and to meet the staff
- Children are given opportunities to experience Year One classrooms and meet new staff
- Year One staff are able to provide a creative approach when delivering the curriculum so that children can continue to be actively involved in their learning. Support will be provided for staff to ensure this takes place with high quality, relevant activities allowing for personalised learning.
- Year one staff, where necessary, will be offered training using the EYFS curriculum to plan and make judgements.
- Year one staff are passed the following information:
  - o Phonics assessments
  - o Reading book and level
  - o Any books: math/literacy/science
  - o Relevant data

### **Monitoring and review**

- Children will be asked about their perceptions of transition.
- Discussions with parents
- Discussions with teachers involved
- Assessment data will be analysed to identify dips in achievement at transition

This policy is monitored by the governing body and will be reviewed in two years, or earlier if necessary