



All Saints Church of England Primary School, Carshalton

Transition from Early Years Foundation Stage (EYFS) into Year 1 Policy

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Agreed by staff –
Reviewed –

Reception to Year One Transition (continuity of Learning) Policy

Rationale

Part of our role in supporting children in the transition between Reception and Year 1 is to help them find answers to questions regarding the changes taking place. Children who are supported in a positive way learn to deal with transition whenever it occurs in their lives, and will become more confident adults as a result of our interventions at these early stages.

We have a transition arrangement in place already, which we evaluate on a regular basis, in order to assess the impact of our systems and approaches.

As part of this process we develop our arrangements for transition into Year 1, thereby putting children at the centre of our decisions.

These are some of the concerns we aim to address;

'Will it be the same?'

'Will I enjoy it as much as I usually do?'

'Will I know what to do?'

'Will everything have changed?'

'Do I want to go back?'

At All Saints we are committed to the Foundation Stage Curriculum. We believe it is essential that all children who enter the Reception stage in September receive their entitlement to the Foundation Stage Curriculum. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. The transition from Reception to Year 1 is managed in a thoughtful and planned way, taking into account the needs of the young learner.

Ofsted have reported that;

Schools... should ensure that learning experiences in Year 1 build upon the practical approaches and structured play in Reception.

We need to come up with some creative and innovative approaches to this transition period. Many of us know that one 'going up' afternoon for many children is not sufficient or effective. This is not because we underestimate the importance of this process but may be due to a variety of factors which fit in with the summer term events.

However, if we don't resolve to manage transition into Year 1 effectively and don't consciously plan a programme for this change, the leap both on an emotional and academic level into Year 1 can fundamentally affect some children's (and their families) view of school and of learning.

Aims

We ensure that our children;

- Receive the Foundation Stage Curriculum for the duration of Year R.
- Continue to have opportunities for structured play in Year 1 (and Year 2) as appropriate.
- Continue to experience teaching that reflects a variety of preferred learning styles

Key Stage 1 staff should;

- Observe the Reception teaching area at different points during the year to increase their own understanding of the curriculum the children are used to.
- Have at least one additional adult available to work with groups during morning sessions
- Identify opportunities for structured play in the curriculum through the sharing of ideas and good practise with colleagues, both within and outside the school.
- Enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning.
- Give training to all members of KS1 in the approaches to Early Learning.

Practice

We aim to deliver lessons appropriately, in keeping with the schools learning and teaching policy. This ensures that children are not sitting for too long periods and should also ensure that the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles.

However, there are some guiding principles that are important, particularly when children first enter a Year 1 classroom.

- **Physical layout** – Retaining some of the physical aspects/arrangements of FS in Year1 can help with transition
- **Routines** – Overlapping routines, particularly for the beginning of the day, across the end of FS and into Yr1 can be very significant. For example,
 - When children come into class, they self register by copying their names from a name card then put it away.
 - Children come into the outside learning area and meet their friends, keeping this routine going into Year1 is important in helping the child settle in quickly. Even using some of the same language over this period, eg for gaining the attention of children, can be important. Many children will look forward to the newness of the next year group, so ensure that there are some new routines in Year1 but be very sensitive about how and when they are introduced.
- **Learning styles** – We need to retain some of the child-initiated and independently tackled aspects/arrangements of FS in Year1. This should be built into Year1 planning by planning for opportunities for children to undertake learning tasks that do not have a pre-determined ceiling. This does not mean ignoring academic rigour, as significant challenge can be built into child-initiated and independent tasks. Likewise, building in aspects of numeracy/literacy hours into FS planning and extending the periods of time for which focused adult initiated learning is expected, can help ease transition. The classroom should be organised into four group activities comprising of up to two adult led tasks and at least two independent structured activities. Independent structured activities will include access to outside play, sand and water activities and role play.
- **Planning** – Medium term planning is different from Later KS1/ KS2 planning as in FS/Early KS1 we do not include weekly dates. We allow children time to access all areas of learning planned for as and when necessary.
- **Curriculum** – There will be children in FS who by the end of the year are already accessing aspects of Year1 curriculum. Conversely, there will inevitably be children who need to continue with aspects of the FSP. It can help to remember that one year represents one fifth of their life – how much have you learned in a fifth of your lifespan to date?
- **Assessment and record keeping** – Close liaison between staff regarding the academic and personal aspects of each child's development is absolutely vital. For this to be carried out effectively, directed time should be devoted to this handover period. The detailed knowledge that support staff have of the children as people as learners should be shared. This will help with differentiation, as well as children's wellbeing, on entry into Year1.
- **Visits** – A programme of visits for children, staff and parents/carers, during the first term, to share Learning Journeys.
It can start informally by children taking a piece of work to show a Year1 teacher.

This can be extended into a few children at a time spending short periods in Year1 both with and without the other children, forming connections with different aspects of the Year1 setting.

Gradually as FS year goes on, encourage children to visit Year1 by themselves, which will harness their self-confidence.

Similarly it is vital that Year 1 team members spend time in FS (and vice-versa) familiarising themselves with FS teaching and learning approaches and interacting with the children.