



All Saints Church of England Primary School, Carshalton

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

Contents

- Rationale
- Aims
- Practice

Agreed by staff - Spring 2011
Agreed by Governors - Spring 2011
Reviewed - Spring 2014
Reviewed and amended Spring 17
Next Review - Spring 2020

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 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.

- **Routines** - Using some of the same language over the transition period e.g. 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** -Building in aspects of a more structured routine into FS planning and extending the periods of time for which focused adult initiated learning is expected, can help ease transition. For example, in the Spring term the children are given a daily 'learning challenge'. This is a task initiated by the teacher which the children must attempt to complete independently. Toward the end of the Reception Year the daily routines will be adjusted to introduce a carpet session followed by two adult led focus tasks, two adult initiated independent structured activities and one group engaging in child initiated choices, on a rotational basis for part of the day. This will help children learn to become more independent in completing an adult-initiated tasks without direct support. Retaining some of the child-initiated and independently tackled aspects/arrangements of FS in Year1 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.
- **Structure** - Planning of an effective transition, which meets developmental needs of the children, should take into consideration the 'make-up' and developmental stages of each separate cohort. For example, in a cohort where the percentage of Summer-born children is significantly greater than Autumn-born it may be more appropriate to retain more of the features and structure of the FS daily time-table into Year 1, for a longer period of time. Whereas, if the Reception cohort consists of a greater number of Autumn-born children it may be more appropriate to begin to introduce more of the features and structure of a Year 1 daily timetable toward the end of the Reception Year.
- **Discussion & Collaboration** - The specific routines, learning styles and transitional structures to be introduced and when will be discussed and planned between the Year 1 and Reception Teachers and agreed by the FS and KS1 leaders. This discussion needs to take place during the first half of the Summer term, in preparation for beginning transition in the final part of the Summer term in Reception and into Year 1. For transition to be planned and carried out effectively, sufficient directed time should be allocated for a meeting to facilitate this discussion.

- **Assessment and record keeping** - Close liaison between staff regarding the academic and personal aspects of each child's development is absolutely vital. Reception teachers will inform Year 1 teachers about the characteristics of effective learning that each child has developed during the EYFS. 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 and parents during the second half of the summer term and sharing of learning journeys is essential. There will be a meeting for the 'New to Year 1 parents' led by the Year 1 teachers. Visits for children to year 1 can start informally by children taking a piece of work to show a Year1 teacher, or by visiting the Year 1 outdoor area with their current Teachers. This will then build up to children spending part of the afternoon in a Year 1 classroom engaging in learning with Year 1 pupils. Once a week, half of the Reception class will 'swap' with half the Year 1 class. They will spend the session learning with Year 1 pupils through a carousel of activities and learning challenges. This will help children form connections with different aspects of the Year 1 setting.