



Norton St Nicholas CofE (VA) Primary

Early Years Foundation Stage to Key

Stage One Transition Policy



Aim

- To ensure that children experience a smooth transition from Early Years Foundation Stage to Key Stage One.
- To ensure that the transition between EYFS to KS1 is regarded as a process that happens gradually over time.
- To ensure that every child is given learning opportunities appropriate to their needs.
- To inform parents/carers and children about the transition process.
- To ensure that all staff are aware of the process and expected outcomes for a smooth transition.
- To ensure that the children beginning Key Stage One are motivated, enthusiastic and ready to learn.

Principles

- A smooth transition supports the personal, social and emotional development, learning and future success of every child.
- All children should be supported during this exciting period of change and children should enjoy the new challenges and approaches to learning in Year 1.
- Styles of teaching and learning should meet the needs of the children.
- Successful transition is a result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal Key Stage One curriculum.
- Each child is unique and the expectations of the curriculum should be responsive to this.

Implementation

- A timetabled programme of visits for children and staff will take place during the summer term. This may be extended to a few children at a time spending short periods of time in Year 1 both with and without a familiar adult.
- Towards the end of the Summer Term, EYFS children will be encouraged to take some of their own work from the EYFS into the Year 1 classroom, to help take ownership of their new environment.
- Year 1 staff will spend time in the EYFS classroom during the summer term, familiarising themselves with teaching approaches and interacting with the children.
- Some of the aspects of the Child Initiated Play arrangements for the EYFS will be retained in Year 1, and opportunities for purposeful Child Initiated Play will be provided on a daily basis in Year 1.
- Children will return to the EYFS for part of at least one afternoon per week, to access the outside learning environment.
- The children will continue to self-register and undertake independent morning activities in small groups during the first term in Year 1.
- There will be a flexible approach to home learning for the first term in Year 1, in line with the expectations of the EYFS.

- The same pictorial visual timetable will be used throughout the EYFS and Year 1 classes.
- The children will take on the role of a 'buddy' to children new to the EYFS, to encourage them to play a supporting role to another child, and share their own experiences of change.
- All parents and carers will be invited to an open evening, where they will have the opportunity to meet the Year 1 class teacher. This will be an opportunity for the teacher to explain the ethos and routines of Year 1, and to answer any questions.

Curriculum and planning

- During the Summer Term in EYFS, the children will be expected to participate in more extended literacy/phonics and maths activities which are adult initiated independent tasks.
- During the Autumn term, the Year 1 teacher will continue to use the EYFS documentation to support their planning.
- There should be flexibility for teaching and learning across both the EYFS and Year 1 curricula (i.e. some children in the EYFS will already be accessing aspects of the Year 1 curriculum. Likewise, there will be some children in Year 1 who require the support of the EYFS curriculum).
- The valuable contribution that informal observations make in the EYFS, showing children's learning style and identifying next steps, will be continued in Year 1.
- EYFS and Year 1 staff should have knowledge of, and be confident in the developmental needs of, children in both age phases and planning and assessment should reflect these different needs.

Assessment, recording and reporting

- Close liaison between staff regarding the personal and academic aspects of each child's development will ensure the Year 1 staff are confident in their judgements of 'next-steps' for each child.
- EYFS 'Learning Journals' will be shared with and discussed with the Year 1 teacher.
- For children with Special Education Needs, an adult will support transition arrangements in each class.
- Year 1 staff will be included in the end of year EYFSP assessments and moderation process.
- The school's preferred method of tracking and assessing children's EYFS progress is used to support children as they move into Year 1 and is continued as a tool to assess progress.

Agreed: October 2016

Review Date: October 2018

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010