



**St Joseph's Catholic Primary School**

# **Transition Policy/** EYFS to Year 1

September 2019  
Review September 2022



*The best adaptation takes place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time.'*

*'However, if we don't resolve to manage the 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.'*

(A Study of the Transition from the Foundation Stage to Key Stage One, DfES Research report SSU/2005/FR/013'.)

# **Transition Policy**

## ***School Vision and Mission Statement***

*"Together we love - Together we hope - Together we learn."*

*St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.*

*Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.*

### **Aims**

- To ensure that children experience a smooth transition from the Foundation Stage to Key Stage One.
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- To ensure that children follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and children about the transition process.
- Approaches to learning and teaching should be in line with EYFS pedagogy to ensure effective transition.
- Styles of learning and teaching should meet the needs of all the children.
- The Foundation Stage Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term of Year 1. It is imperative that those children who have not yet achieved their early learning goals / who are 'emerging' as learners will continue to follow an EYFS approach which meets their needs and that the 'next steps in learning' as outlined in the learning diaries are followed to ensure that this occurs
- Children should enjoy the new challenges and approaches to learning of Year 1.
- Transition should motivate and challenge children.
- Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal KS1 curriculum.

### **Leadership and Management**

FS and Year 1 teachers will work together to ensure that the process of transition is a smooth, effective and happy process.

They will report to the Head teacher and governors on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.

## **Implementation**

Transition to Year 1 builds upon and extends the experiences children have had in the Foundation Stage. During the first half of the Autumn Term, Year 1 staff will ensure that they adopt similar routines, expectations and activities as in the Foundation Stage. There will continue to be opportunities for active child initiated independent learning through planned play, both indoor and outdoor. The amount of time children in Year 1 spend working at tables, sitting still and listening is gradually increased so that the children remain motivated, enthused and eager, active independent learners. During the final half-term in Reception the children are will be involved in a range of activities which ensure that they are seamlessly introduced to the Year 1 classroom and environment so that the move to year 1 is seen as an enjoyable progression and not as an anxious time for both parents and children

## **Assessment, Recording and Reporting**

Throughout the Foundation Stage children's learning and development is regularly observed through the use of focused planned observations, learning stories and spontaneous observations. These assessments of children's learning are recorded on tapestry which are shared with the children and their parents.

Year 1 teachers are given a copy of the EYFS progress over time statements for each of the seven areas of learning together with the final commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These then inform a professional dialogue between Reception and Year 1 teachers about each child's stage of development and next steps in learning to assist with the planning of activities in Year 1.

## **Monitoring and Evaluation**

The FS and Year 1 teachers will monitor the transition from the Foundation curriculum to KS1 through the monitoring of planning, assessment records and through informal discussions

## **Resources**

During the Summer term time is given to Foundation and Year 1 staff to enable them to discuss transition, the Early Years Foundation Stage Profile and the needs and strengths of the individual child. During the first half of the Autumn term Year 1 teachers continue to use the Foundation planning format gradually increasing formal learning opportunities.

## **Equal Opportunities**

All children are provided with equal opportunities to an effective transition in which there are no barriers based on race, sex, culture or ability. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

### **English as an Additional Language**

- For children whose home language is not English, opportunities should be provided for children to develop and use their home language in play and learning, supporting their language development at home. For example in notices and labels around the room and cloakrooms.
- Time should be given to parents to ensure they fully understand any curriculum and other aspects of school life.
- We will ensure that these children have sufficient opportunities to learn and reach a good standard in English language during the EYFS transition period and whilst they are still in the 'emerging' phase of EYFS Early Learning Goals.
- It is important that the children are ready to benefit from the opportunities available to them when they begin Year 1.
- If a child does not have a strong grasp of English language, opportunities should be available to explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. (apart from Literacy which will always be assessed in English.)

### **Special Educational Needs/Disabilities (SEND)**

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement in addition to those who have shown accelerated progress, abilities and talents.

Those children requiring additional needs are discussed along with the strategies to ensure their targets are achieved are shared with the Intervention and Inclusion Manager, Foundation Stage Leader, and Foundation and Year 1 team. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.

### **Safeguarding and Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Policy)

### **Partnership with Parents**

- The final parent's meeting at the end of the Summer Term is used to share the results of the EYFS Profile with parents/carers. The Year 1 teacher will if possible attend this meeting, the class teachers will explain the process of transition and the changes to the structure of the school day

- Guidance will be given on how parents can continue to support their child's learning in Year 1, in the prime and specific areas of learning including the development of reading, writing and number skills.

Approved by Governing Body:.....

Date: \_\_\_\_\_

Review date: November 2022