**St Bede’s Catholic Primary School**



EYFS to KS1 TRANSITION PROCEDURES

***This is based on a model policy which developed from the work of our School Partnership Group. The policy was based on the practice of a number of schools within the academy and policies used by other schools. It has been adapted to suit our own school needs and practice.***

# St Bede’s Catholic Primary School

**EYFS to KS1 Transition Policy**

# Defining ‘Transition’

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. Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of KS1.

# Aims and Rationale

This policy is a formal statement of our intent for EYFS to Year 1 transition. It is important to create a whole school approach, with children, staff, parents, governors and other stakeholders and agencies having a clear understanding of their roles and responsibilities. We want the children at our school to experience a smooth educational and emotional transition from one phase to the next.

# Inclusion and Equal Opportunities

Our children and parents are actively involved in the transition process and their perceptions about transition to Year 1 are explored and valued. There are clear curriculum guidelines for children with SEND during transition as well as those still at the early stages of learning English. Appropriate assistance will be provided in a variety of ways including;

* Using pupils’ ideas and motivations as a starting point for learning
* Adjusting the conceptual demand of the task as appropriate for the child
* Supporting play through language provision with an additional adult

# Principles Underpinning the Policy

* Children should enjoy the transition process
* The transition should motivate and challenge children.
* Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child.
* Children’s emotional welfare, wellbeing and involvement should be assessed before and after transition. Transition includes changes in environment, circumstances and relationships.
* Approaches to teaching and learning should be harmonised at the point of transition
* Styles of teaching and learning should meet the needs of children and not preconceived notions of what is or is not appropriate for the next phase/Key Stage
* There should be a professional regard for the information from the previous setting/phase
* Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children.
* Effective transition takes time, and is a process rather than an event.
* Parents and carers need to feel well informed about and comfortable with all transitions in their child’s life.
* Transition is about the setting fitting the child, not the child fitting the setting.

# Looking Ahead

Successful transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place.

With input from the reception and YR 1 team the EYFS and KS1 Leaders produce an annual transition timetable. This will contain the different activities and time slots that will be dedicated to the transition of the children from Reception to Year 1. Please see Appendix A for a model timetable. This will include a ‘moving up day’ where the time is dedicated to children going up to their new room for short periods.

There will also be a timetable set up for teachers to visit their new class for story time and times when the children visit their new class. SEND children have regular visits to Y1 classes at different times, e.g. break, story time, music, with familiar adult accompanying them

# Curriculum

A mixture of the Early Years guidance, Development Matters, and the National Curriculum are used to inform planning, depending on where the children are in their development. All children exceeding or at expected levels will begin to be planned for using the national curriculum. Those children who are entering Year 1 working at an emerging level will be planned for using the development matters document in conjunction with the National Curriculum and, where appropriate p-scales are also considered.

# Assessment

Handover meetings during which each Y1 teacher meets with the reception teacher to discuss EYFS data take place. Children are discussed in detail with individual needs covered and targets agreed for children to continue working on in the Autumn term.

Assessment information is stored on Target Tracker.

# Planning

Planning is based upon children’s’ needs and interests wherever possible and assessment information from the previous class. Reception and Year 1 teachers share professional knowledge and Reception teachers take time to explain the EYFS assessments that are in place. We aim to ensure that Year 1 teachers broaden their understanding of the EYFS and attend appropriate courses where these are available.

Leaders from both EYFS and Year 1 discuss the autumn term planning strategies and where applicable tailor it to the needs/interests of the cohort. Staff will use the early learning goals objectives when appropriate.

Reception plans are adapted to enable guided group work and challenges and to enable the children to take more responsibility for their learning. Year 1 plans ensure that the children gradually become more independent through high expectations of individual and group work. Activities are interactive, with a mixture of adult led and child initiated. The plans follow the EYFS curriculum, with challenges for the children who are ready.

# Organisation

Year 1 teachers organise their classrooms to provide quality teacher directed activities in addition to planning for quality continuous provision. Resources are used to maximise learning opportunities and used to promote creativity, awe and wonder and to maximise the use of the outdoor learning spaces to reflect reception provision.

# Appendix A: Transition Timetable

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| **Time** | **Year** | **Steps** | **Monitoring and**  **Assessment** | **Person(s) Responsible** |
| Summer Term  May | Rec/ Y1 | Moderation meeting to agree standards, particularly across boundaries | Moderation outcomes  shared | Assessment Leader |
| Summer Term June | Rec | Informal meeting, facilitated by SENCo between Reception and Year 1 teachers (when known) to discuss children with specific needs. Reception planning  modified in accordance to discussion, e.g. TA support. |  | SENCo |
| Rec | SENCo meets identified parents of children who are vulnerable during transition.  Discussions are had about how school and home can best work together to ease the  transition period. |  | SENCo |
| Summer July | Rec | Specific planning to introduce transition to children and familiarise them with the concept, e.g. circle time with emotional  development focus | EYFS Profile submitted to the LA | EYFS leader |
| Rec | Year 1 teachers visit Reception children,  teaching sessions in familiar setting. |  | Headteacher |
| Rec / Y1 | Morning transition session (or sessions if required) in Year 1 with new teacher | Phase leaders to monitor and request additional sessions if  necessary | Headteacher Phase leaders |
| Rec/Y1 | Handover meetings between Reception/Year  1 teachers and TA’s |  | Headteacher |
| Autumn  Term 1 |  |  |  |  |
| Week 1 –  4 | Y1 | Play-based activities, using Reception model, with teacher led group activities to support the development of basic skills, meeting the  needs of individual children. |  |  |
| Week 5 | Y1 | Children assessed for Autumn half term 1 and targets set/amended for end of Key Stage and end of Year 1 | NC  assessments, EY profile for those working below expected, P- Scales for those  with SEN |  |
| Autumn Term 2 | Y1 | Move towards more formal learning, increasing the number of groups working with the teacher/additional adult until a whole  class model is reached. |  | KS1 Phase leader. Y1 teacher |

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|  |  | Develop independent activities for reciprocal reading sessions |  |  |