



Mill Lane Primary School

Transition Policy: EYFS to KS1

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Updated: Samantha Lee
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Mill Lane Primary School Policy for Transition from EYFS to KS1

This policy outlines the procedures that should be followed in order to ensure a smooth and safe transition from the Early Years Foundation Stage into Year 1.

CONTEXT

At Mill Lane Primary School we are totally committed to the need of a smooth transition between different phases of education. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

DEFINING THE TERMS

In this policy 'TRANSITION' describes the movement that takes place from the Early Years Foundation Stage to Year One. It is defined as the process at the beginning of the year where policy and practice has been adapted to support children in settling in to Key Stage One in preparation for future learning and development.

AIMS FOR THE POLICY

We want our children to experience a smooth transition from the Early Years Foundation Stage into Key Stage One, so that both the pace and quality of learning are maintained to ensure that children continue to make excellent progress.

EQUAL OPPORTUNITIES AND INCLUSION

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. There are clear curriculum guidelines for pupils with learning difficulties at transition. **Staff in Reception and Year 1 liaise with the SENDCo and other professionals where appropriate to ensure a smooth transition for all pupils.**

PRINCIPLES THAT UNDERPIN THE POLICY:

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class.
- Styles of teaching and learning meet the needs of the children and not pre conceived notions of what is appropriate for the next phase/ key stage.
- There is a professional regard for the information from the previous phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children

BEFORE BEGINNING IN YEAR ONE

Reception practice is adapted and planned activities are delivered during the Summer Term to ensure a smooth transition. These include:

- The Year 1 Teacher visits the pupils in their current environment.
- Reception pupils visit the Year 1 Teacher in the Year 1 environment.
- Writing books in summer term in Reception.
- Groupings for Literacy and Mathematics activities (when appropriate) throughout Reception which continues in KS1.
- The Reception teacher and the Year One teacher discuss the data entered onto the EYFSP and how this can be used to inform future planning.
- The EYFSP continues to be used as an assessment tool for all pupils in Year 1 until it is appropriate for individual children to transfer onto the KS1 assessment tool.

CONTINUITY OF TEACHING AND LEARNING

The Year 1 curriculum builds on and extends the experiences children have had during the Early Years Foundation Stage through: the Foundation Curriculum guidance and the National Curriculum. This then ensures that as a school we help to develop the 'whole' child and ensure that there is a continuum to build upon each child's basic skills and knowledge.

The Early Years Foundation Stage practices a very kinaesthetic approach to teaching and learning and Year 1 maintains this approach and builds upon it to offer a creative, 'hands on' method of teaching and learning. The Year 1 classroom reflects a similarity to the Reception classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music and listening, construction, reading and quiet areas etc.

Throughout the Reception Year there is a continual process of developing a more formal approach to learning during the morning session. This aids the transition into the more formal environment of Year 1. In Year 1 the afternoon session has an emphasis on learning through play **and independent challenges** which reflects practice in the Reception Year.

THE MANAGEMENT OF TRANSITION

There is a continual dialogue between EYFS and KS1 to ensure that practice is consistent and effective. This supports good and better progress for the children and enables best practice to be shared. Systems are therefore consistent, aiding transition.

Before the children move from the Foundation Stage into KS1 the teaching staff meet to discuss the children's progress. During this time the present teachers

inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the wellbeing and development of the children eg behaviour plans and medical information etc. Information passed onto the Year 1 teacher includes the child's knowledge of phonics and letters (linked to Letters and Sounds), knowledge of number recognition, reading ability, each child's last assessed piece of writing, a printed version of each child's foundation profile highlighting each of the targets achieved. All this information is used to group pupils, to adjust/fine-tune the curriculum and set future targets. Links are made between the Foundation Stage profile points and the National Curriculum (NC).

The management of transition is overseen and monitored carefully by the Head teacher and EYFS Lead.

Signed and dated:

Head Teacher

Chair of Governors