

## **Discovery Primary School** **Transition Policy Reception to Year One**

### **Context**

At Discovery Primary School we are committed to the Foundation Stage Curriculum. The Foundation Stage provides the firm foundations upon which all subsequent learning builds. 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. The transition from Reception to Year One is managed in a planned way, taking into account the needs of the young learner. We believe that the best practice is to view learning as a continuum, and we must ensure that the transition between Reception and Year One is both smooth and appropriate to our children's needs, taking into account the EYFS curriculum and the National curriculum.

### **Aims**

At Discovery Primary School we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. We want our children to experience a smooth educational and emotional transition from Foundation Stage to Year One, so that the pace and quality of learning are maintained to ensure that children continue to make good progress.

### **Equal Opportunities and Inclusion**

The children, parents and staff are actively involved in the process and their views about transition are valued. The progress of all children, at transition, is monitored to quickly identify children who may be underachieving. The learning environment and efficient monitoring of levels enables any barriers to learning to be removed. The PSHE curriculum is used to support a smooth transition. Children with learning difficulties are supported during transition by clear support plans which will also include curriculum guidance or adaptations as necessary.

Appropriate assistance will be provided in a variety of ways including;

- A range of learning styles
- Using pupil's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

### **Principles that underpin the policy**

The principles that underpin our transition policy are:

- Planning should be based upon assessment information from the previous class/group
- Children's emotional welfare, wellbeing and involvement should be monitored before and after transition.
- Children should enjoy the transition process
- The transition should motivate and challenge children
- Staff allocation for a period prior to, during and after initial transition should be made, if necessary, to maximise the comfort and welfare of the children.
- Good communication between Year One and Reception teachers should take place. There is a professional regard for information from the previous year group
- The Foundation Stage Profile and the Early Years Outcomes information will be used to develop all planning. Key stage one plans will need to be adapted to make them appropriate for the learning environment of young children
- Where necessary, children will continue to be assessed using the profile until they meet the expected levels of attainment in both the prime & the specific areas. Children who are ready will be assessed using the national curriculum levels
- The Early Years leader and Y1 Lead teacher, in consultation with the head teacher, will enter the children's End of Foundation Stage data onto the schools tracking system ready for when the children start Year 1.

- Pupil's skills, knowledge and understanding are built upon appropriately and the style of teaching and learning meets the needs of the children and not pre-conceived notions of what is appropriate in the next teaching phase
- Using observations and photographs of children will continue in the way a learning journal is used.
- Provision is made to make use of outdoor spaces for some of the learning
- Year One classrooms reflects similar approaches to learning through play for the first half term.
- Independent learning and the ability to make their own choices will continue to be promoted
- Teaching styles – children are exposed to a variety of teaching styles e.g. 1-1, small group with the emphasis on child initiated/independent learning. More opportunities for whole class teaching will be gradually increased throughout the term.

### **Management of transition**

Transitions are not overlooked or left to chance. Effective transition takes time, and is a process rather than an event. We believe good transition takes careful thought and thorough planning well in advance. The transition process will be led by the Early Years leader in consultation with the Headteacher and Y1 Lead Teacher. To ensure a smooth transition the following will take place:

- Both sets of staff meet to discuss children's progress and to be aware of all groups of learners including those with EHC plans, behavioural plans or medical needs.
- Year One staff to spend time in the reception classes getting to know the children, observing their style of play and their interests.
- Teachers in FS and Year One moderate together in the summer term and share work from the foundation stage.
- Transition meetings for parents of Reception children will be held during term summer term
- Children are given opportunities to experience Year One classrooms and meet new staff
- Year One staff are able to provide a creative approach when delivering the curriculum so that children can continue to be actively involved in their learning. Support will be provided for staff from the Early Years Leader to ensure this takes place.
- Year One staff, where necessary, will be offered school inset in: using the EYFS curriculum to plan and make judgements, shown how to make focused observations to inform planning/assessment and how to compile class books and the relevance of recording attainment and coverage in a variety of ways
- Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment.
- Reception children and parents are given an information booklet about Year 1 and have the chance to meet their new teacher.
- The Early Years Leader or Inclusion Manager will support any children if the transition process is proving difficult for them.
- Year One staff are passed the following information:

End of Foundation Stage results  
Phonics assessment,  
Their reading level/book,  
A piece of independent writing  
Any EHC/behavioural plans

In order for preparation to Year One, Reception children need to attend Key Stage 1 and whole school assemblies in the spring term and join KS1 at playtimes.

### **Partnership with parents**

At Discovery Primary School we encourage parents to be involved by:

- Inviting parents into school 3 times a year to discuss the progress of their child.
- Inviting parents into school in the Summer term to discuss the annual report
- Half termly information booklets/newsletters to inform parents of curriculum coverage.
- Parents are informed in the Summer time about the class that their child will be in.
- Parents are given clear information about what to expect in Year One.
- Parents are given the opportunity to meet the Year One staff before September
- Parents are invited to experience a phonics teaching session with their child
- Parents are invited to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year One.
- Year One teachers are around 'on the door' at the end of day to address any issues which may arise regarding their child settling into Year One.

### **Monitoring and review**

Children will be asked about their perceptions of transition.

Discussions with parents

Discussions with teachers involved

Assessment data will be analysed to identify dips in achievement at transition

This policy is monitored by the governing body and will be reviewed in two years, or earlier if necessary

Review date: January 2019