

Early Years Foundation Stage to Key Stage One Transition Policy



Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Purpose

- To ensure that children experience a smooth transition from the Early Years 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.

Principles that underpin this policy

- Approaches to learning and teaching should be harmonized to ensure effective transition.
- Styles of learning and teaching should meet the needs of the children.
- Activities within EYFS throughout the year will focus on preparing the children to be 'Year 1 Ready'.
- The Early Years Foundation Stage Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term 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 Key Stage One curriculum.
- Where necessary, children will continue to be assessed using the profile until they meet the expected levels of attainment in both prime and specific areas. Children who are ready will be assessed using the national curriculum levels.
- Due regard will be paid to the way children learn (playing and exploring, active learning, creating and thinking critically) as recorded in the end of year report from the foundation stage.
- Transition will reflect the needs of the children. E.g. taking into account the individual needs of the cohort.
- Year One classroom should reflect a similarity to reception with different areas of learning in the Autumn Term.
- Independent learning and the ability to make their own choices will continue to be promoted. (Year 1 Ready)

Management of Transition

Transition to Year 1 builds upon and extends the experiences children have had in the Early Years Foundation Stage. During the Summer Term children visit the Year 1 classroom and take part in an activity morning with their new teacher. Throughout the first half of the Autumn Term Year 1 teacher continues to use the EYFS document and ensures that they adopt similar routines, expectations and activities as in the Early Years Foundation Class.

Importantly there continues to be opportunities for active child initiated independent learning through planned play. The amount of time children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners.

Assessment, recording and reporting

Throughout the Early Years Foundation Stage children's learning and development is regularly observed through the use of focused planned and spontaneous observations. These assessments of children are recorded in their individual 'learning journey' assessment portfolio, which are shared with children, parents and staff. As part of the transition to KS1 these portfolios are passed to Year 1 team to be added to until the individual child has achieved the Early Learning Goals. Once they have completed the Early Learning Goals learning and development is regularly monitored using the APP grids. To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for in the autumn term, information from the EYFS profile is shared with Year 1 staff at the end of the Summer Term.

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.

Special Educational Needs

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the SENCO, EYFS and Year 1 staff. 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

Refer to School Policy.

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