



Pilgrims' Way Primary School

Early Years Foundation Stage Transition Policy

Purpose

- To ensure that children experience a smooth transition from, home, day care, a nursery setting and 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.

Principles that underpin this Policy

- Approaches to learning and teaching should be harmonised to ensure effective transition.
- Styles of learning and teaching should meet the needs of the children.
- Children should enjoy all new challenges and approaches to learning at all stages undertaken during the Foundation Stage and on entering Year 1.
- Transition should motivate and challenge children.
- Successful transitions are the result of effective communication, a planned induction at all stages across the Foundation Stage and the gradual induction into Year one and the implementation of a more formal KS1 curriculum.
- To ensure seamless progression for individuals is maintained across different settings or from one year group to another, the passing on of portfolios or Foundation Stage Profile scores will occur prior to transition points where possible.

- The Foundation Stage Profile should be valued as an effective tool and used to inform planning for groups and individuals in Year One until they are working within Level One.

Leadership and Management

The Foundation Stage Leader will have overall responsibility 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 from Day Care or home setting in to a school setting

Transitional visits

Parental consent sought for key practitioners to

1. See child in setting already attending
2. Child to visit new setting
3. Share information on child including EYFS, transition report and other relevant information and names of agencies involved.
4. Home visit if appropriate

Transition into nursery and reception

- Confirmation of start date and settling in procedures shared with parent/carers
- Dates arranged for pre-start visits with children and parent/carers
- Parents of new starters to nursery or reception offered option of a home visit to further discuss child's interests
- Any transition reports transferred to new setting/class prior to child's start date
- Children with highlighted needs may receive a Team around the Child (TAC) meeting with relevant parties including parents/carers
- Other setting to discuss visit with child/parent/carer and provide opportunities for child to get used to the idea of entering a new environment through role play scenarios.

Safe guarding

Parents on entry to the Foundation Stage must receive safe guarding information including what the setting procedures are.

- During visit/s or arranged meeting with parent/carers safe guarding information and setting procedures will be shared.

Settling into the Foundation Stage

- Entry profile data collected.
- Welcome booklet given to parent/carers.
- Settling in programme discussed and agreed with parent/carers.
- Staff to prepare and have ready coat hooks, name cards etc. To ensure child immediately feels a part of the setting.

In first few weeks, if from another setting, it may be felt appropriate to child's needs to arrange contact with previous setting.

This might include

- Staff taking child and friend back for short visit.
- Another member staff from setting having a visit.
- A phone call to other setting for child to talk to key practitioner.
- Or suggesting parents with prearranged time go back and visit.

To provide opportunities for children to keep a link between home/school/setting by

- Bringing in a favourite toy/comforter
- Photographs of things that they want to share - including family members
- Parents/carers are encouraged through an open door approach to take part in the setting and settling in of their child.
- Six weeks after starting parent/carers will be invited in for a settling in review.

Implementation into year one

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 should continue to adopt similar routines, expectations and activities as in the Foundation Stage. There continues to be opportunities for active child initiated independent learning through planned play. The amount of time that 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 Foundation Stage children's learning and development is regularly observed through the use of focussed planned observations, learning and spontaneous observations. These assessments of children's learning are recorded in an assessment portfolio, which are shared with children, parents and staff. As part of the transition the Year 1 team should make time to meet with the Reception teacher and have an opportunity, in the summer term, to explore children's learning journeys. The Year 1 teacher should make notes of individual's interests so they can build on these to ensure the children continue to enjoy and expand on their achievements, thus providing them the opportunity to achieve all the Early Learning Goals.

Resources

To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for at each transition, the Foundation Stage coordinator will arrange meetings between appropriate staff members to share information on groups and individuals. This will include the Foundation Stage coordinator spending time in the summer term to go through and explain the Foundation Stage Profile and scores to the Year One staff.

Monitoring and evaluation

The Foundation Leader will monitor all transition points across the Foundation Stage into KS1 through the monitoring of planning, assessment records and through informal discussions with the Foundation staff and the Year 1 staff.

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, Foundation 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.

Health and Safety

Refer to school policy.

Partnership with Parents

Meetings will be held to explain to parents/carers the process of transition and any changes to the structure of the school day. At these meetings parents are consulted on their views, opinions and concerns about their particular transition point.

All parents are offered guidance on how they can support their child's learning across the Foundation Stage and into Year 1, particularly the development of personal, social, emotional, reading, writing and number skills. All parents/carers are encouraged to visit the class their child will go into and are offered a meeting within or by the period of six weeks to discuss how their child has settled in to the class. Regular informal parent teacher meetings/conversations will also provide opportunities for parents/ teachers to voice concerns regarding the process of transition to a more formal curriculum.

Review

This policy will be reviewed in Sept 2019

Date: Sept 2017