

Policy for the Transition of Children from the Foundation Stage to Key Stage 1

Introduction

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty so getting transition right is vital for every child and should be seen not as an event but a process that involves children, teachers and parents together. Where there is a smooth process of transition from YR to Y1, children will feel a sense of belonging, confidence and be ready and willing to learn in their new environment.

Objectives

To ensure that the children at Cheddington School are prepared and supported to ensure that they achieve the best that they can in KS1.

Adults working together, including with parents

- All staff involved in transition need time to understand each other's work and the expectations that are laid upon each other. Year 1 staff need to have some knowledge of the ELGs and what they mean, and YR staff should be familiar with Y1 KPIs, especially in relation to Maths and English, so that they know where the children are heading. This will happen during termly moderating and subject staff meetings.
- Where possible, staff in Year 1 will spend time in YR during the Summer term, so that they get to know the children.
- YR and Year 1 staff will spend time during the Summer term talking about the current cohort, in particular any children who have SEN or are working above or below expectations, in order to ensure a smooth transition.
- Year 1 staff will meet with the parents early on in the Autumn term. During this 'Meet the Teacher' session they will share information about Year 1, the curriculum and differences from YR. Parents will be able to ask questions and raise any concerns.
- YR parents will receive a detailed report about their child's progress at the end of YR, so that they are informed of where their child will still need support moving into Year 1. Where appropriate activities will be sent home for the children to do over the Summer holiday, to further embed the learning.
- YR children will be sent home weekly homework challenges. Whilst these are not formal homework, it does help the children and parents be prepared for homework in Y1.

Creating a learning environment

- Y1 will have access to an outdoor area to promote outdoor learning.
- A learning environment that is organised to enable children to develop independence, in YR and Y1.
- A Y1 learning environment that supports appropriate practice both indoors and out.

Induction

- YR children will develop independence and resilience during their time in YR, so that they are prepared for challenges in Year 1.
- During the summer term, YR will extend the times they need to concentrate and focus on Adult Led tasks. The times will depend upon the needs of the children, but all children will be encouraged to spend longer on tasks, and to develop perseverance and to keep going during the allotted time.
- During the Summer term, YR will have sessions where they work as a whole class, sitting at tables. The length of focus will be extended during the term. The children will learn that they need to sit still and wait for adult attention.
- During the Summer term the Year 1 teacher will visit the YR class to become familiar with the children and their needs. When this happens the YR teacher will take the Y1 class.
- Each year the Y1 teacher will ask the Y1 children what they have liked/found difficult about moving into Y1 in order to inform Induction practice.
- Before Bucks Transfer Day, YR children will visit Y1 and hear from the Y1 children what they need to know about moving into Y1.
- On Bucks Transfer Day, YR children will spend at least 2 hours in their new class with the new teacher and TA. The Y1 teacher will ensure that the children complete activities which enable her/him to find out more about the children and anything they may be concerned about moving into Y1.

Observation & Assessment

- Observations and assessments will be documented fully to chart each child's progress and will be shared between YR and Y1 staff.
- YR teachers will share with Y1 staff progress the children have made in areas which are covered by the Y1 KPIs. (As yet this is not something which can be recorded formally on the schools FROG system, as there is not a cross over from YR to Y1, as they work on different assessment programmes).

- Any assessments made by other staff (such as curriculum coordinators) will be guided by Foundation Stage staff to ensure that appropriate criteria are used and appropriate documentation is requested.

Planning

- At the beginning of Y1 the teacher will base his/her short term planning on the evidence of the records he/she has received from the YR teacher (to include the outcomes of the Foundation Stage profile); from discussions with Foundation Stage staff and from observations and assessments of children's current learning needs.
- Year 1 planning will include some learning outdoors.
- Year 1 planning will link together subjects of the curriculum wherever relevant and appropriate.