



Tregadillett Primary School

Transition Policy

Reviewed: September 2024

Reviewed by: J. Harvey

Next Review: September 2025

Rationale

We believe that transition within school and between phases is just as important as the transition from a nursery setting into Early Years Foundation Stage (EYFS). In this policy 'transition' describes the development from one educational phase of learning to the next, whether it be from year to year or phase to phase. Whilst in EYFS the children will be familiar with a play based approach to learning for the delivery of the 0-5 curriculum. As the children approach the National Curriculum in Key Stage 1 (KS1), they move from a play based approach to more extended periods of independent learning. This policy will be used to outline those differences and what we do as a school to effectively manage transitions to meet all children's needs.

Aims

The aims of this policy are:-

- To provide a happy, caring, safe and secure environment for learning, which meets the individual child's needs and interests.
- To develop warm and secure relationships between children and adults.
- To ensure a smooth transition from EYFS and KS1 which can be enjoyed by the child and their family.
- The transition should motivate and challenge children in all aspects of their learning.
- To ensure good home school links are continued through meetings, Q&A sessions and Learning Together sessions.
- To ensure the learning environment meets the needs of the children and adopts similar approaches to an EYFS classroom particularly throughout the Autumn term.
- Children's needs and interests are used to inform planning; Possible Lines of Direction.
- Teachers are to adopt teaching styles that suit the needs of all children and are to provide high quality teacher directed activities, continuous provision and introduce play based enquiry experiences.

Methods:

Within school transition between year groups

- Children will have the opportunity to spend at least 2 transition sessions with their new class teacher and in their new classroom. This takes place during the Summer Term each academic year.
- Parents and carers will be given the opportunity to attend a 'Meet the Teacher' session which runs after school. The session is aimed at allowing the new classteacher to establish the expectations for the coming academic year.
- Teachers will liaise with the classteacher receiving their class to gain as much knowledge about the cohort's social emotional and academic needs.

Preparations for transition from Early Years to Key Stage 1

- Year 1 teacher to spend time in EYFS throughout the Summer Term observing the children in their familiar environment and observing practice.
- An end of year handover meeting between EYFS Team and Year 1 Team are to be organised to discuss the EYFS profile, ongoing assessments and teaching strategies.
- PPA time can be used to gain experience from one each other, for example, use of Paired Teaching.
- Assessment Coordinator to ensure there is a consistent approach to recording children's assessment data from the end of EYFS and in to KS1.
- EYFS to have enhanced transition sessions throughout the Summer term. These sessions should work on a topic for the transition. For example: getting to know the children, to identify children. This will inform planning for the Autumn Term and for the children to explore the Year one learning environment.
- A Learning Together session at the start of Summer Term 2nd half to allow families to spend time in the new classroom with their child and the Year One Team.
- Transition Parents meeting in the Summer Term as an opportunity for families to meet the Year One teachers and explore the Year One learning environment.
- At least one joint EYFS and Year one project throughout the year.

- EYFS teacher given designated time to observe teaching in Year One once a term to develop teaching practise and ensure effective transitions and assessment using the EYFS profile.
- Families will receive a letter informing them of the key changes between EYFS and Year One. This will also cover aspects such as: morning routines, arrival for drop off and pick up.

Creating an appropriate environment

- Year One classroom have areas of continuous provision to support and challenge children with specific activities that are adult directed and for children to complete independently.
- All teaching staff have received training on how to provide a high quality learning environment.
- Year One staff have visited the EYFS classroom to observe how continuous provision supports, challenges and engages children's learning and adopts similar approaches in their classroom.
- The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focussed tasks.
- Children in Year One have access to an outdoor learning environment whenever possible to support teaching and learning. This may not be as flexible as the continuous provision in EYFS, however will be planned in to everyday learning activities.

Teachers' responsibility

- Teachers will do everything practicably possible to ensure that they are fully ready to receive their new class on the first day of term in September.
- Teachers will follow the checklist (appendix 1) to ensure continuity in the school's approach to transition is adhered to secure the best possible outcomes for all children at Tregadillett primary School.
- Information regarding children's details can be sought from the main school office.
- Information regarding safeguarding can be sought from the school's Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Assessment:

- Year One teachers to observe EYFS staff on the observation process using the EYFS profile.
- Establish use of observational assessment in Year One for all staff **using the SeeSaw app**.
- Make observational assessments the basis for planning.
- Ensure to use observations as a form of assessment whilst introducing further ways of assessment (traffic light system, pathways and targets).

Associated policies

- Positive Behaviour Policy
- SEN Policy
- Early Years Policy
- Equality policy

Monitoring and Review

This policy will be reviewed as necessary.