



# MONKS ORCHARD PRIMARY SCHOOL

## Transition Policy – EYFS to KS1

Reviewed and agreed by governing body: July 2017

To be reviewed: July 2019

### **Mission statement**

Our aim is to provide a happy and stable school environment. All children will be given full access to the National Curriculum. This will enable them, regardless of their abilities, gender, ethnic or social background, to reach the highest standards by realising their potential and developing talents and strengthening weaknesses in all areas.

### **Principles**

At Monks Orchard we understand that the transition between year groups and key stages can be an unsettling time for children therefore we endeavour to make the process as smooth as possible by taking into account the following:

- Transition is a process not an event.
- Transition should be viewed as exciting and as a positive experience.
- Transition is flexible and is adapted every year in accordance to the different cohorts and their individual needs.
- Transition relies on the joint working of all the stakeholders including children, parents and all staff including governors.
- Transition should be embraced by the whole school.

### **Aims and Shared Understanding**

Transition is a whole school issue. All staff involved in transition will have time to understand each other's work and expectation. Staff will be given time to observe and work in both year groups, this includes support staff. Staff in Year 1 will be given opportunities to visit the Foundation Stage in order to know what they are building upon and to see the principles of the Foundation Stage in practice. Foundation Stage and Year 1 staff will engage in peer to peer observations in order to develop and promote best practice.

### **Planning**

Long and medium term planning should be shared across the Foundation Stage and Year 1 in order to show progression and promote a greater understanding of the two different curriculums. At the beginning of Year 1, planning will take into account the evidence of the records received from the Reception teachers and from observations and assessment of the children's current needs. Initially, the planning in Year 1 will demonstrate a balance between adult focused, adult initiated and child initiated learning. It will show the role of all adults and demonstrate a commitment to learning outdoors and indoors. Year 1 planning should link together subjects of the curriculum where appropriate and relevant.

### **Induction**

The Year 1 teachers will make regular visits to the Reception classes throughout the year, in order to become familiar with the children and their needs. During the second half of the summer term, parents will be invited to attend a coffee morning where they will meet the Year 1 teachers and hear about the transition arrangements in place for their children. During the second half of the summer term, the Reception children will be invited to join Key Stage 1 at playtime and lunchtime and attend at least one assembly a week. Reception children will visit their new classrooms during the final weeks of the summer term.

Year 1 teachers will ask their children what they have liked/found difficult about moving into Year 1 in order to inform future induction practice. The Early Years Leader will create an action plan and timeline annually, based upon the needs of the individual cohorts. The Early Years staff will meet with the Year 1 staff to plan together, to ensure a smooth transition in September. They will also meet to share each child's attainment in the ELGs and to discuss their Characteristics of Effective Learning. The structure of the day and environment will be decided by the staff to reflect the needs of the cohort.

### **Parents and Carers**

Parents and carers will be included in all discussions and decisions about the transfer of their children between year groups and key stages. Parents and carers of Reception and Year 1 teachers will be consulted about what went well when their child transferred and also what could be improved. Parents will be kept informed about the principles of making a smooth transition between year groups.

### **Leadership and management**

Improvements to the transition policy will form part of the whole school SDP. Governors will be briefed about the progress on transition by the Early Years Leader, designated to improve practice. School policies should reflect the seamless nature of the children's experience from the Foundation Stage to Key Stage 1. Where possible the transition policy will be shared with feeder nurseries and schools to ensure continuity and consistency for the children.

### **Monitoring and evaluation**

All those monitoring and evaluating the quality of children's learning experiences in Year 1 will be familiar with the principles and practices that underpin the Foundation Stage. They will have appropriate expectations for planning, assessment, outcomes and attainment. Children's outcomes at the end of Key Stage 1 will be analysed alongside the outcomes of the Foundation Stage in order to influence future strategic decisions.

E Crowfoot  
May 2017