



Discovery Primary Academy Transition Policy Reception to Year One

Context

At Discovery Primary Academy we are fully committed to the welfare of each child. Care and attention is given to each stage of the individual's transition, through and beyond the school. The Foundation Stage experiences provide the firm foundations upon which all subsequent learning builds upon. In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the Academy. The transition from Reception to Year One is managed in a planned way, taking into account the needs of the young learner. We believe that the best practice is to view learning as a continuum, and we must ensure that the transition between Reception and Year One is both smooth and appropriate to our children's needs, taking into account the EYFS curriculum and the National curriculum.

Aims

At Discovery Primary Academy; we feel it is important to create a whole Academy approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. We want our children to experience a smooth educational and emotional transition from Foundation Stage to Year One, so that the pace and quality of learning are maintained to ensure that children continue to make good progress and we alleviate any stresses they may have.

Equal Opportunities and Inclusion

The progress of all children, at transition, is monitored throughout. The learning environment and efficient monitoring of levels enables any barriers to learning to be removed. Children who are identified as having a specific need are supported during transition by clear support plans which will also include curriculum guidance or adaptations as necessary.

Appropriate assistance will be provided in a variety of ways including;

- A range of learning styles.
- Using pupil's ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Children's emotional welfare, wellbeing and involvement is paramount in the transition process and it will be monitored before and after transition.
- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Staff allocation for a period prior to, during and after initial transition should be made, if necessary, to maximise the comfort and welfare of the children.
- The Early Years Leader or Inclusion Manager will support any children if the transition process is proving difficult for them.
- Pupil's skills, knowledge and understanding are built upon appropriately and the style of teaching and learning meets the needs of the children and not pre-conceived notions of what is appropriate in the next teaching phase
- Independent learning and the ability to make their own choices will continue to be promoted.

Management of transition

Transitions are not overlooked or left to chance. Effective transition takes time, and is a process rather than an event. We believe good transition takes careful thought and thorough planning well in advance. The transition process will be led by the Early Years leader in consultation with the Headteacher and Y1 staff.

Familiarisation

- Joint afternoon playtime with key stage 1 children and staff, with shared equipment
- Children encouraged to visit year 1 to share good work
- Year 1 teacher to spend time in summer term with reception class – reading story, child initiated play, etc
- Regular attendance at a whole school assembly.
- Children are given opportunities to experience Year One classrooms and meet new staff.
- Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment.
- Teaching styles – children are exposed to a variety of teaching styles e.g. 1-1, small group with the emphasis on child initiated/independent learning. More opportunities for whole class teaching will be gradually increased throughout the term.

Approaches to Teaching and Learning

- Using snapshot observations and photographs of children will continue in the way a learning journal is used if necessary in the first few weeks of Year 1.
- Provision is made to make use of outdoor spaces for some of the learning or adapted learning in the classroom for some children.
- The Foundation Stage Profile and the Early Years Outcomes information will be used to develop all planning. Key stage one plans will need to be adapted to make them appropriate for the learning environment of young children
- Both sets of staff meet to discuss children's progress and to be aware of all groups of learners including those with EHC plans, behavioural plans or medical needs.
- Planning should be based upon assessment information from the previous class/group.
- Year One staff, where necessary, will be offered Academy inset in: using the EYFS curriculum to plan and make judgements, shown how to make focused observations to inform planning/assessment.
- Year 1 teacher uses principles of the Foundation Stage curriculum for teaching and learning where appropriate in the first half of the Autumn term.
- Opportunities in the first term for some child initiated play.
- Where necessary, children will continue to be assessed using the profile until they meet the expected levels of attainment in both the prime & the specific areas. Children who are ready will be assessed using the national curriculum levels

Transfer of information

- Good communication between Year One and Reception teachers should take place. There is a professional regard for information from the previous year group.
- Reception teacher meets with the Year 1 teacher. During this meeting the year 1 teacher is made fully aware of each child's developmental stage and progress throughout EYFS.
- End of Foundation Stage results will be shared with particular emphasis on the areas the children need to continue to develop.
- A Transition meeting for parents of Reception children will be held during the summer term to outline what happens once the children move into Year 1.
- Any phonics assessments will be provided to the teachers.

- The Children's reading level/book will be passed on with the recent running record so new books at the correct stage can be handed out in the first few days so reading can continue through the book bands as normal.
- Any EHC/behavioural/medical/intimate care plans will be shared.
- Children that may need additional help are highlighted. Children whom have just achieved 'expected' results in Literacy and Numeracy for the 'Best Fit' assessment purposes are highlighted and monitored.
- The Early Years leader and Y1 staff, in consultation with the head teacher, will enter the children's End of Foundation Stage data onto the Academy's tracking system ready for when the children start Year 1.

Partnership with parents

At Discovery Primary Academy we encourage parents to be involved by:

- Inviting parents into the Academy 3 times a year to discuss the progress of their child.
- Inviting parents into the Academy in the Summer term to discuss the annual report should they wish.
- Informing parents in the Summer term about the class that their child will be in.
- Giving parents clear information about what to expect in Year One.
- Giving parents the opportunity to meet the Year One staff before September
- Inviting parents to experience a phonics teaching session with their child
- Inviting parents to an information evening outlining what the National Curriculum is, and how best to support their child's learning in Year One.
- Inviting parents to a meeting which explains the teaching and learning of Reading and Maths no problem the children will have in Year 1
- Year One teachers are around 'on the door' at the end of day to address any issues which may arise regarding their child settling into Year One.

Monitoring and review

Children will be asked about their perceptions of transition.

Discussions with parents

Discussions with teachers involved

Assessment data will be analysed to identify dips in achievement at transition

This policy is monitored by the governing body and will be reviewed in three years, or earlier if necessary.

Review date: July 2025

Next review July 2028