

The world of Teaching - Transition from EY to Year One

Archimedes Maths Hub

The object of this document is to identify key aspects of transition from Early Years to Year One. The guidance is as a result of requests from schools regarding the Ofsted Framework, specifically involving transition. Research has been included to support and validate the work by schools in England.

Schools stated that the demands of the curriculum created challenges within classrooms, challenges that left leaders and teacher's requiring guidance on Transition. A school survey conducted by the Maths Hub revealed that teachers were looking for support regarding:

- Ideas in how to structure lessons so that the mathematics curriculum transitioned from Early Years to Year One.
- Research relating to transition and an Audit tool to support school review.

Aims and Principles

- Progress is maintained across and through the transition.
- An appropriate curriculum is provided for each child in relation to their needs.
- Transition is recognised as a process, rather than an event (like moving up afternoon)
- That parents and children are informed about the process.
- Approaches to teaching and learning are harmonised – that is, that there isn't a sudden turn in the road, away from play based learning to formal adult-led learning approaches.
- Findings from EYFS assessments should inform children's 'next steps' during the Autumn Term of Year 1.
- The opportunities and experiences for learning in Year 1 should be challenging, yet enjoyable to children.
- Transition should encourage children in their desire to learn.
- Communication is key to planning a successful transition process.
- There should be a gradual shift from the EYFS into a more formal curriculum in Year 1.

Ofsted Framework

Curriculum Extent

The inspectors will spend a lot of time discussing the curriculum intent with senior and subject leaders. This will focus on endpoints, specific and appropriate content and the sequencing of the content.

The key messages from the handbook is that the curriculum:

- Must be broad and balanced;
- Should have an emphasis on how coherent and well sequenced it is, with knowledge, skills and cultural capital all appearing to play a part in this.

There will be greater focus on distinct phases (EYFS). These phases will be given separate grades as part of inspections carried out.

- How is maths promoted to new pupils within EYFS?
- How are new EYFS pupils assessed on their mathematical ability?
- What activities take place to encourage good early maths habits at school and at home?
- How is maths linked to the wider curriculum?
- How are pupils' maths skills assessed on entry?
- How do you manage the transition from EYFS to Year 1?

Curriculum Guidance

- Within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories.

- This then allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability.

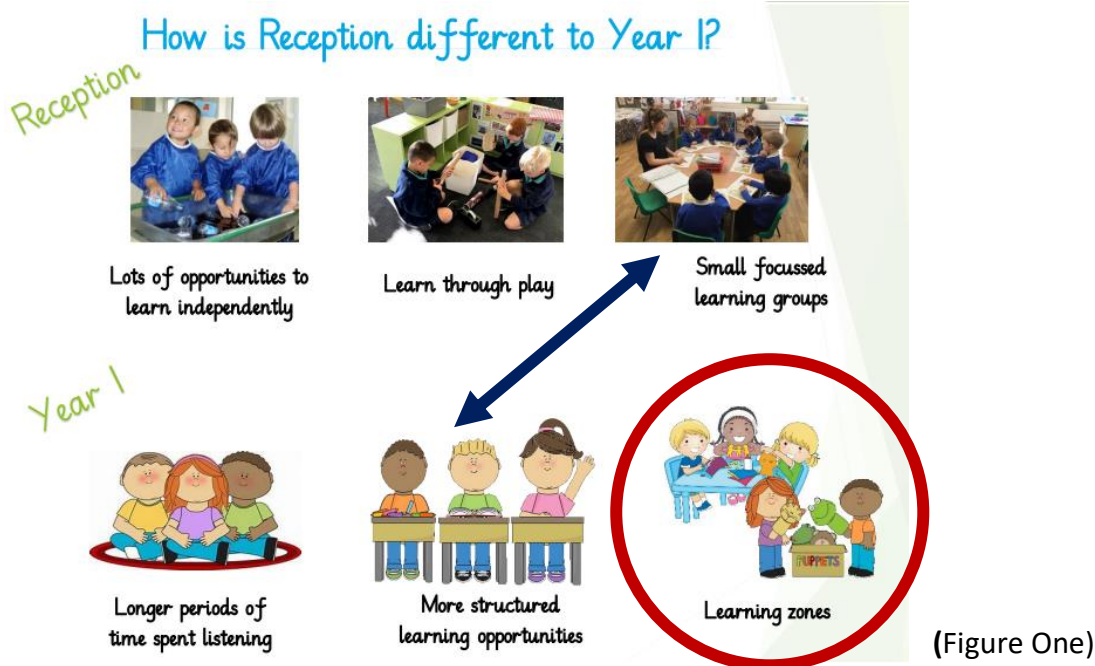
Similarities and Differences

What is the Early Years Foundation Stage?

- It sets the standards for learning, development and care of children in childcare, nursery and Reception classes.
- It is based on areas of learning and development.
- Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

What is Key Stage 1?

- Key Stage 1 is for children aged 5-7 years.
- The National Curriculum sets the standards that all schools must follow.
- There are 3 core subjects plus 8 Foundation subjects together with RE & PSHE




In figure One the differences are clear, particularly with regards to learning styles. A similarity can be seen from the arrow, Reception conduct focused tasks with groups of pupils, whereas in Year One this would be whole class and groups. Learning zones (Red Circle) would provide the greatest challenge for Year One teachers, formalisation of the curriculum (mathematical concepts, specific domains etc.) would prevent a 'Mathematical Learning Zone approach' without deliberate curriculum adaptation. National curriculum Framework (page 100) offers schools the opportunity to adapt the programmes of study.

NC Framework (School Curriculum)

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate.

Bridging (Curriculum Transition)

School are tasked with creating abridging module that provides pupils with the opportunity to transfer their knowledge and Understanding in Early Learning Goals into Year One Curriculum. (Diagram exemplar)

Early Learning Goal	Post EY and Pre Year 1	Year One
Number and Place Value	Bridge	Number and Place Value
<ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5 Counts up to three or four objects by saying one number name for each item Counts actions or objects which cannot be measured Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>		<p>Pupils should be able to:</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words

Audit of Current Transition Practice Template (Figure Two)

<p>What procedures do we have in place to promote effective transition?</p>
<p>What is my role in these procedures?</p> <p>Reception teacher:</p> <p>Year 1 teacher:</p> <p>Head teacher:</p>
<p>What additional strategies are we already aware of that we would like to implement?</p>
<p>Final Reflection What will we work on next?</p>

The template (Figure Two) would be completed by key personnel within school and may even extend to beyond. Parents and Governors have a significant role to play in transition. Once the Audit is complete an action plan can be devised and implemented across both key stages.

The information that parents said they would have found most useful included:

- The type and level of work that their child would be doing.

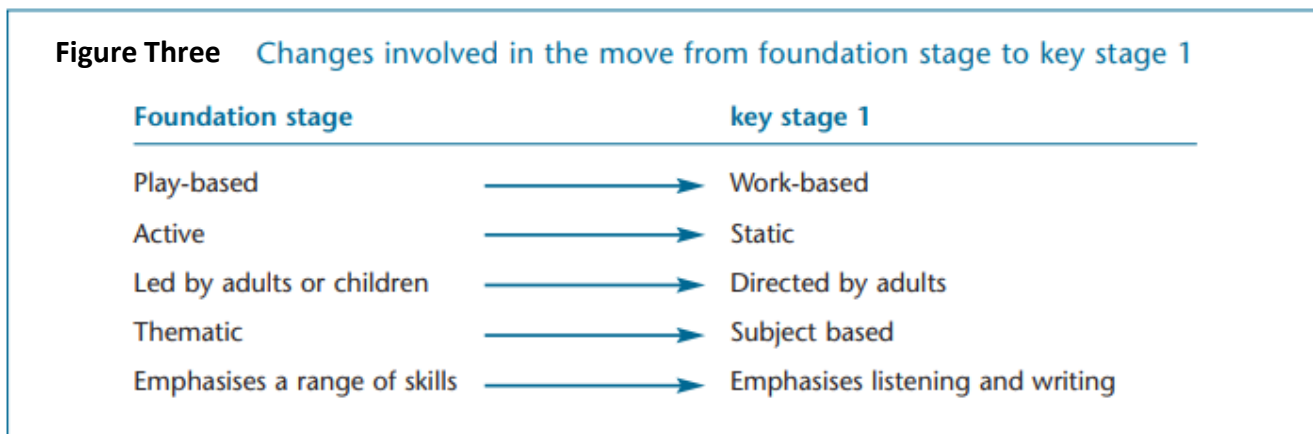
- The learning expectations of Year 1 teachers.
- Any changes in their child’s daily routine.

Quote.

‘I think maybe [the school could have sent] a note out to parents saying, ‘This is what we are planning to do this year, and this is how it will affect your child, this is what our expectations will be.’

Aims and Principles of Smooth Transition

- Ensure that we retain the best of EYFS practice, recognising that Key Stage One is different.
- Making the change from EYFS to Year One practice at a pace that is not too quick so that children continue to feel confident, secure and successful.
- Taking account of all information that is shared so that children’s needs are understood, particularly vulnerable children or those with additional needs.
- Engaging parents in the process so that they know what to expect and can support their children by talking to them about the changes.
- Supporting a gradual change in teaching styles from more informal to more adult-led teaching
- Focusing on the ways different children learn – recognising that some children may prefer to work in different ways.
- Recognising that effective teaching and learning for 5-7 year olds should be based on what is known about how young children develop and learn.



The diagram (Figure Three) presents the main changes that schools need to consider when transitioning occurs between Reception and Year One.

Lack of Contact

Within school the main challenge was posed by the move from a play-based approach in the foundation stage to a more ‘formal’ and ‘structured’ curriculum in Key Stage 1. Some teachers (in both Reception and Year 1) reported feeling ‘torn’ and ‘pulled in different directions’ in trying to maintain foundation stage practice while being all too aware of the amount of content in Year 1 and the need to prepare children for their National Curriculum assessments in Year 2.

Within transition parents often stated their concerns regarding their pupils move from Reception to Year One. Statements to consider:

‘Parents’ coffee morning was good because it was nice to meet the new teacher. She gave out information that you wouldn’t hear otherwise and it was quite nice being able to hear her talk when she is new and you don’t know her at all.’

'It is not like in reception when we had a chance to get to know the teachers and we had the visits and everything so I felt like I had started to build a relationship with the teachers. It has been really different this time, because I don't even know her.'

Strategies Teachers used to ease the Transition

The focus was on three main areas:

- Induction to Year 1
- Continuity between Reception and Year 1
- Communication with children, parents and staff.

Questions for Consideration (Audit Prompts)

Induction

- Which activities do you provide to help Reception children to prepare for the move to Year 1?

Continuity

- How much continuity is there in the routines, expectations and activities for children at the end of Reception and the beginning of Year 1?
- Are there ways in which Year 1 children could have more opportunities for active, independent learning and learning through play?

Communication

- What opportunities do Reception children have to discuss the move to Year 1?
- What opportunities do Reception staff have to review each child's needs with staff in Year 1?
- How can your school ensure that parents have received the information they need to help them support their child's move into Year 1?
- What opportunities are there for direct communication between parents and the Year 1 teacher, both before and after children move to Year 1?

School Policy

- How could your school's policies help children make successful transitions (to, from and within your school)?
- Which strategies does your school have for identifying and supporting particular children who might find it more difficult to make the transition to Year 1?

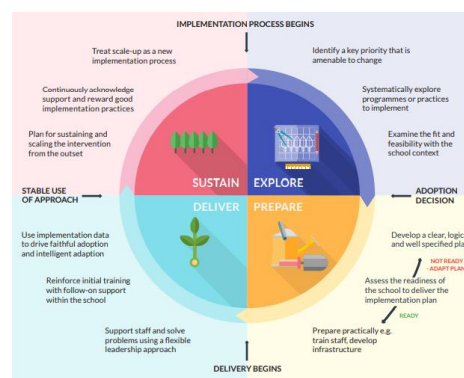
A Developmental Model for Transition (EEF Model Very Similar)

The five stage model:

- Identify
- Develop
- Embed
- Review and
- Improve transition practice.

Throughout each of these steps it is important that a core team consisting of a senior management representative, the Reception and Year 1 teacher/s are involved.

In addition a number of other people may be included e.g. teaching assistants, governors, parents and children.



Five Stage Model

Identify

At this stage all areas for development should be identified. The following key elements have been shown to have the most impact on developing effective transition practice: policy, curriculum, teaching and

learning, assessment, communication and organisation and management. These elements should therefore be considered by the core team during the identification stage.

How do you.....

- Define your whole school approach to transition – is your Transition Policy in place?
- Offer appropriate curriculum provision at the point of transition and beyond?
- Ensure clear and effective communication between all involved?
- Provide continuity and challenge in your teaching and learning between key stages?

Consider.....

- Use of assessment for learning across the key stages
- Organisation and management of the day
- Learning environment and resources

Some of the key elements may already have been considered and addressed, it may now be appropriate to review them. These are existing strategies. Other elements will be identified as areas for development. These are new strategies.

Develop

Having identified the areas for development the core team should now decide upon their priorities. The team must agree the actions they will need to take to achieve their priorities. It may be useful at this stage to draw up an action plan.

The implementation of new strategies begins.

Embed

By this stage the priorities for action have been successfully implemented and have become an established part of school life. As a result transition practice has significantly developed.

Review

At this stage the core team reflect upon practice that has become embedded. New initiatives and research may need to be considered. New staff will need to be included and opinions sought from key people e.g. parent questionnaires. As a result adaptations to practice will occur.

Although this model suggests that a formal review should happen at this point it is recognised that informal review will occur naturally and regularly throughout the process.

Improve

Embedded transition practice is further enhanced as a result of the adaptations to practice.

Conclusion

The important aspect of this guidance is that transition is a vital aspect of the school's mathematical provision. Providing pupils with a curriculum that is cohesive across all Key stages is a priority if provision is to have impact upon progress across school. Continuity between leaders and stakeholders is an important aspect of transition, communication provides insight and insight allows for success to be achieved.

References

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