



Oxford Gardens Primary School

Transition Policy into, through and from the EYFS to Year 1

At Oxford Gardens we want our children to experience a smooth transition into, through and from the EYFS to Year 1, so that the pace and quality of learning are maintained ensuring that children continue to make the very best progress. We will employ the following structures and systems to ensure a positive and smooth transition.

Aims

- To ensure that children experience a smooth transition into, through and from the EYFS to Year 1
- To ensure that all staff see transition as a process rather than an event
- To ensure good communication between external Nursery settings, our EYFS and Year 1
- To ensure that the quality and pace of learning are maintained and that children's skills, knowledge and understanding are built upon appropriately
- To inform parents and children about the transition process
- To ensure strong communication links regarding transition between staff, parents and children
- To ensure the needs of every child are taken into account, and each child is supported sensitively.

Transition phase	Process
During the summer term before starting Nursery	<ul style="list-style-type: none"> • Parents/carers will be invited to a 1:1 meeting with their child's new Nursery teacher • Parents/carers and children will be invited to a 'stay and play' session where they will have the opportunity to meet other children and adults from their new Nursery class along with seeing their new setting • Where possible or needed, Nursery and Reception staff will visit children at their previous setting
During the autumn term in Nursery	<ul style="list-style-type: none"> • Nursery staff will carry out home visits, which provide children with the opportunity to meet new adults in a setting that is familiar to them • There will be a staggered intake to allow the Nursery staff to work closely alongside new children • Where appropriate, parents/carers will be encouraged to stay for their child's first session/the first part of each session, to help their child to settle • Parents/carers will be invited to a curriculum session where they will learn more about the learning their child will be involved in during the year
During the summer term in Nursery (at Oxford Gardens and for external settings)	<ul style="list-style-type: none"> • Parents and children will be invited to a 'play and stay' session where they will have the opportunity to meet other children and adults from their new Reception class along with seeing their new setting • Development Matters profiles for each child will be passed to Reception and the stages of development that each child has reached in Nursery will be discussed with Reception staff. If not provided these will be requested from external settings • Parents/carers will be invited to a 1:1 meeting with their child's new Reception teacher • Opportunities will be made for the children to visit their new classrooms • Children in our OGPS Nursery will join Reception with eating lunch upstairs in the lunch hall
During the autumn term in Reception	<ul style="list-style-type: none"> • There will be a staggered intake at the beginning of the term to allow Reception staff to work alongside children, giving them encouragement to settle at their own pace • Through observations, a base line record will be completed within the first few weeks of entry to the EYFS. This will highlight any early intervention needs • Parents/carers will be invited to a 'Meet the Teacher' session where they will learn more about the learning their child will be involved in during the year

<p>During the summer term in Reception</p>	<ul style="list-style-type: none"> • Year 1 teachers will visit the Reception classes to meet the children and see the Foundation Stage environment, the routines and systems • Reception children will have some time integrated into the main playground during lunchtimes and playtimes, to enable them to become familiar with new surroundings and staff • Circle time will be planned for the children to talk about what they are looking forward to or are worried about with regard to their move to Year 1 • Displays of Reception children’s work will be created in the Year 1 classrooms at the end of the summer term in readiness for the autumn to help the children feel at home when they arrive • Visits to the year 1 classrooms will take place, to support the children in becoming familiar with the change in environment, staff and routines. • Opportunities will be given for Reception staff to share each child’s progress and data with the Year 1 teachers so that plans can be made to support each child appropriately. This information should provide the starting point for teaching and learning in September, ensuring that children experience activities appropriate to their needs and stages of development on entry to Year 1 • Development Matters profiles of the children who have not reached expected, will be passed to the Year 1 teachers so they can continue to work towards the Early Learning Goals in Year 1. • An increased number of adult directed independently completed activities will be planned in Reception during summer term • Parents/carers will be encouraged to look at the KS1 pages on the school website in order to get an idea of the types of activities their children can expect to do in Year 1
<p>During the autumn term in Year 1</p>	<ul style="list-style-type: none"> • Key Stage 1 teachers will plan learning according to the children’s needs and interests to ensure continuity and progression from Reception to Year 1. There will be continued opportunities for active and child initiated learning through play, set up within an exciting and stimulating classroom environment. The amount of time that children in Year 1 spend sitting still and listening should be gradually increased so that the children remain motivated, enthused and eager learners • The progress of children who start in Year 1 having not achieved the Early Learning Goals will be closely monitored to ensure the goals are met • When possible Year 1 children will continue with Forest School • Year 1 classes will have some of the same symbols, pictures and routines for specific lessons and activities, helping the children to feel confident and settled in their new environment • Children will spend time in the EYs outdoor space when possible • A Nursery Officer will support children in Year 1 • A transition questionnaire will be sent out to all parents/carers; the feedback will be used to inform development of the transition process • IPC planning is topic based and set out like the EYFS Classroom planning to ensure the children can access the learning

Written by: Stephanie Millington, Sept 2019

Review due: Sept 2020