



St Patrick's RC Primary School

'May Christ be seen in us.'

Lower School Transition Policy

Purpose

- To ensure children experience a smooth transition from Lower Foundation Stage to Upper Foundation Stage and into Key Stage 1.
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- To ensure that all staff see the transition as a process, rather than an event.
- To help the children in UFS in becoming 'school ready' in their final phase of the Early Years.

Principles that underpin this policy

- Planning is based upon assessment information and practitioner's knowledge from the previous class.
- Styles of teaching and learning meet the needs of the children.
- There is to be a professional regard for the information from the previous class.
- The Foundation Stage Profile and Phonics Tracker should be valued as effective assessment tools and used to inform planning at the beginning of Year 1. Furthermore, the 'Characteristics of Effective Learning' helps teachers gain a more rounded understanding of each child.
- Children should enjoy the new challenges and approaches to learning in the UFS and in Year 1.
- Transition should motivate and challenge children.
- Staff allocation gives particular attention to the particular needs of children.
- Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal KS1 curriculum.

Implementation

Transition into the UFS and on into Year 1 builds upon and extends the experiences children have had so far in the EYFS.

LFS to UFS

- In the summer term, prior to Transition Day, staff should spend allocated time visiting children in the LFS to become familiar with cohort and for children to become familiar with staff's names.
- The doors between LFS and UFS will be open more often during the final half term, to allow children to explore and become familiar with their new classroom and resources.
- There should be time allocated for teachers to discuss the data entered into the school tracker and the Phonics Tracker to date. In addition, this time can also be spent as an information exchange on any other matters that concern any child, such as special needs provision.
- If children have not attended the LFS setting, then visits can be arranged during the summer term to allow children to build relationships with their peers.
- The UFS teacher should examine the information provided by any other setting, to ensure that they understand the child's preferences and development needs, contacting the previous setting if necessary.
- Children and their parents will have an opportunity to stay for a school lunch.
- On Transition Day, the children, including those from other settings, will spend the day in their new class, with their teacher and support staff.

EYFS to Year 1

- In the summer term, prior to Transition Day, staff should spend allocated time visiting children in the UFS to become familiar with cohort and for children to become familiar with staff's names.
- There should be time allocated for teachers to discuss the data for each child, which will consist of the following:
 - Early Years Foundation Stage Profile, which indicates whether a child is at the emerging, expected or extending stage of each of the 17 'Early Learning Goals'.
 - Phonics Tracker to date.
 - Concise report on the child's Characteristics of Effective Learning'.In addition, this time can also be spent as an information exchange on any other matters that concern any child, such as special needs provision.

- On Transition Day, the children, including those from other settings, will spend the day in their new class, with their teacher and support staff.
- Areas of learning that children are familiar with in EYFS are continued in the Year 1 classroom.
- The amount of listening time is gradually increased so that children remain motivated, enthused and eager to learn.

Equal Opportunities

All children are provided with equal opportunities to an effective transition in which there are no barriers based on race, sex, culture or ability.

Special Educational Needs

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. The teacher will discuss the requirements of any children who require any additional support, with the SENCO and Head of Lower School. E.H.C.P plans will be adhered too. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.

Enabling Environments

We aim to make St Patrick's RC Primary school a safe and stimulating place in which children can learn and develop academically, emotionally, physically and spiritually. Allowing the children to contribute to displays gives them a sense of ownership and therefore helps them to respect and feel secure in school. With this in mind, during the Transition period children will produce work which can be used in a display in their new classroom in the new academic year.

Parent Partnership

During the transition period, parents will have the opportunity to attend meetings, where staff will hold a short presentation to welcome them to the school, followed by an invitation to look around the setting and ask any questions they may have.

Parents with children starting Nursery will fill out a pre-entry form, which helps staff gain in insight to each child's interests, abilities and needs.

Furthermore we ask parents whose children are leaving EYFS to complete a questionnaire, with an emphasis on their experience of having children attend St Patrick's EYFS. This information will be used to inform staff of any actions needed to further improve the setting.

Review

This policy will be reviewed on an annual basis.

Date: November 2018

S. Clark

EYFS