

EARLY YEARS TO YEAR ONE TRANSITION



*Our Best Preparation for Tomorrow
Is Doing Our Best Today*

Westbrook Old Hall
PRIMARY SCHOOL

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because our children matter, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because our children's achievement matters, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because our children's future matters, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our children matter, as does their achievement and so too does their future.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focused attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, sexual orientation and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall, we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

Context

At Westbrook Old Hall Primary School we are committed to the Early Years (EY) Curriculum. The Early Years provides the firm foundations upon which all subsequent learning builds. The transition from Early Years 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 continuum and we must ensure that the transition between Early Years and Year One is both smooth and appropriate to our children's needs, taking into account the EY curriculum and the National Curriculum.

Aims

We want our children to experience a smooth transition from the Early Years to Year One, so that the pace and quality of learning are maintained to ensure that the children continue to make progress.

Principles that underpin the policy

- Good communication between Year One and Early Years teachers.
- Use of the Early Years Outcomes and Early Years Profile to develop all planning. Key Stage One plans will need to be adapted to make them appropriate for the learning environment of the young children.
- Where necessary, children will continue to be assessed using Early Years outcomes/Profile statements until they meet the expected levels of attainment in both the prime and the specific areas. Children who are ready will be assessed using National Curriculum.
- The current tracking system takes account of children working both within the Early Years and National Curriculum.
- 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.
- Using observations of children to inform planning of teaching and learning.
- The importance of play is emphasised.
- Teaching reflects a variety of preferred learning styles.
- Due regard will be paid to the way children learn (playing & exploring, active learning, creating and thinking critically) as recorded in the end of year report from the Early Years.
- Transition motivates and challenges the children.
- Raising parents' awareness of the different stages of development.
- Year One classrooms reflect a similarity to Early Years classrooms with different areas of learning. This classroom set up reflects the Early Years classroom until the end of the Autumn term, when more table based work begins.
- Independent learning and the ability to make their own choices will continue to be promoted.
- The Year One Curriculum will continue to build on and extend the experiences of the Early Years through the EY and the National Curriculum which help to develop the 'whole' child.

- 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 being greater within the Autumn term.

Management of transition

- Year One staff and the Early Years teachers meet across the Summer term to discuss transition and throughout the year in moderation meetings.
- Early Years children visit Year One in the Summer term and become familiar with both staff and the environment.
- The Year One teachers visit the Early Years classes, in the Summer term, to read stories and talk to the children.
- Transition/'Meet the Teacher' sessions will be held for parents at the end of the Summer term to meet the new teacher and ask questions.
- Year One staff are able to provide a creative approach when delivering the Curriculum so that the children can continue to be actively involved in their learning. Support will be provided for staff to ensure this takes place with high quality, relevant activities allowing for personalised learning.
- Year One staff are passed the following information:
Phonics assessment, reading levels, IEP's, a copy of the transition report and a copy of the profile.