

## Year One Transition Policy

### Aim

The aim of this policy is to provide a framework which provides smooth transition from the play based learning found in EYFS to the national curriculum in Year 1. An effective and responsive curriculum is vital for the smooth transition ensuring children make robust progress in their learning. Good practice is **'A well-established enquiry based curriculum permeates the rest of the school and assists transition. In Year 1 demanding KS1 objectives, derived via careful formative assessment are achieved through learning approaches used widely in the EYFS. Pupils take responsibility, and make rapid progress in their learning.'** Ofsted, December 2012, Ref: 120373. This statement underpins the Yr1 ethos.

### Equal opportunities and inclusion

The children and parents are actively involved in the transition process and their views are valued via regular pupil/parent discussions and meetings specifically for parents (including an initial transition in the summer term before they enter Year One).

The progress of all children at transition is monitored to quickly identify children who may be underachieving. The learning environment and efficient monitoring of levels enables any barriers to learning to be removed.

The PSHE curriculum is used to support a smooth transition.

### Principles that underpin the policy

- Good communication between Year One and Reception teachers
- Use the FSP and the Early Years curriculum information to develop all planning. Key stage one plans will need to be adapted to make them appropriate for the learning environment of young children
- 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
- 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 - In EYFS CI/AI 50/50 balance. Autumn term Yr1 60/40 Spring term 70/30 by the end of the summer term 80/20. The 80/20 balance needs to continue into Year 2.
- A daily block of CP will be at least 40 minutes in duration to support the characteristics of effective learning (Playing and exploring, active learning and creating and thinking critically.) This will be learning in a playful way to support assessment at a distance. CP will be carefully planned to provide support and challenge for all children.
- Ensure teaching reflects a variety of preferred learning styles.

- Due regard will be paid to the way children learn ( playing & exploring, active learning, creating & thinking critically) as recorded in the end of year report from the Foundation Stage
- Provision is made for outdoor learning in the Year One designated garden
- Children will be given ample opportunities to access the local area.
- Transition motivates and challenges the children
- Raising parent's awareness of the different stages
- Year One classrooms reflect a similarity to Reception classrooms with different areas of learning. At the beginning of the year the seven areas of learning will be provided on a daily basis all of these should allow free access to the children when not undertaking guided adult sessions.
- Small planned changes will take place during the autumn term to work towards the expectation that in the spring term there will be more whole class teaching.
- Independent learning and the ability to make their own choices will continue to be promoted
- The year 1 curriculum will continue to build on and extend the experiences of the FS through the EYFS, the national curriculum and the primary strategies 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. Opportunities for whole class teaching will be part of the Yr 1 curriculum.

### **Assessment and Planning**

In autumn term Yr 1 will use the planning format used in EYFS. Yr1 medium term planning will in the seven areas of learning. Short term planning in autumn term will reflect EYFS i.e. daily plans will be used so that adaptations meet the personalised learning needs of each specific cohort. From summer term Yr 1 will use the school planning format for weekly English and Maths, but will continue to use EYFS for continuous provision (CP) and medium term planning. SLT to be made aware of these formats during planning sampling. Daily planning will be stored in a labelled file in Yr1 class room and is available for planning sampling.

For children who have not reached the Good Level of Development measure (GLD) – i.e. Expected in the three prime areas (PSE, Physical and Communication and Language) plus maths and literacy they will be assessed in relation to the early learning goals to determine progress into level 1.

Where possible all children will have a National Curriculum level by the autumn 2 assessment. Where children have not met NC levels assessment against the ELG will continue until February half term when P Scales will be considered.

Targets will be set from Autumn 2 assessment; by the end of Yr1 good progress will be two sub levels from that assessment. Consideration needs to be made for the journey across the Key Stage.

### **Marking**

Where ever possible marking should be done with the children. Some at a distance marking helps inform assessment and planning. Verbal feedback is recognised as being a valuable tool in enabling children to discuss their learning and next steps. In line with whole school policy where applicable children will have a Wow comment and green highlighter will be used to celebrate good practice. Not all recording will have a Now comment. By the summer term yellow highlighter for spelling corrections will be in place.

### **Books**

From autumn 1 in Yr1 will have a maths, English and challenge book. The challenge book will reflect the topic as well as child initiated activities during CP. Floor books will also be used where all children contribute to group tasks.

During book sampling by SLT all aspects of recording must be considered and valued. E.g photos, observations, group recording and child initiated recording. Although Yr1 children are part of the National Curriculum their style of recording and general neatness and presentation will differ from the rest of the school.

### **Timetable**

In Autumn and Spring terms a two weekly timetable will be in place. English and maths sessions will be daily. Summer term timetable will come in line with Yr2 timings as part of transition.

### **Liaison with parents**

We will meet with parents for a formal meeting regarding transition in summer term of EYFS during whole school transition week. Informal contact is established throughout the year at EYFS/KS1 open afternoons and whole school community events.

Strong links will be built through involving parents in weekly reading sessions and supporting various activities throughout the year including regular walks, trips and classroom sessions.

EYFS and Yr 1 will produce a weekly newsletter to enable parents and carers to support ongoing learning.

### **Training**

Yr 1 staff will be offered school INSET relevant to the identified needs.

### **Monitoring and Review**

Children will be asked about their perceptions of transition (Autumn term 1)

Discussions with parents

Discussion with teachers involved

This policy is monitored by the governing body and will be reviewed yearly

This policy links with English, Maths, Marking, Assessment, PSHE and EYFS policies.

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