



TRANSITION POLICY
Foundation Stage to Key Stage 1
(Article 28)

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find links to the *Articles* throughout this policy. Details of the *Articles* can be found on the school website.

Aims

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. Foundation Stage to Key Stage 1 can be especially so, due to the change of learning through a play based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.

Both extremes can inhibit learning. It is therefore the aims of this policy to:

- ◆ Promote the smooth transition of children
- ◆ Prevent and alleviate stress in order to promote well being and involvement
- ◆ Promote continuity of teaching and learning

Purpose

- ◆ To ensure that children experience a smooth transition from the Foundation Stage to 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 children follow the appropriate curriculum as their needs define
- ◆ To ensure that all staff see transition as a process rather than event
- ◆ To inform parents and children about the transition process

Principles that underpin this Policy

- ◆ Approaches to learning and teaching should be harmonised to ensure effective transition.
- ◆ Styles of learning and teaching should meet the needs of the children.
- ◆ Developmental Matters in the EYFS and associated data and documentation should be valued as an effective assessment tool and used to personalise learning and identify next steps during the Autumn Term of Year 1
- ◆ Children should enjoy the new challenges and approaches to learning of Year 1.
- ◆ Transition should motivate and challenge 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.

Partnership with Parents

Parents and carers play a vital role in their child's learning. It is therefore important that they are included in each step of their child's learning journey.

A parents evening is held in the Summer Term to discuss progress made during the Reception year where Year 1 teachers are invited to attend. This is an opportunity for the parents to meet the Year 1 teacher and will give the class teacher an opportunity to explain to parents/carers the process of transition and the changes to the structure of the school day. An information meeting is held to discuss what is required in Key Stage 1.

At this meeting parents are consulted on their views, opinions and concerns on the transition to Key Stage 1. Guidance is given on how parents can continue to support their child's learning, including the development of reading, writing and number skills. Regular parent/teacher meetings also provide opportunities for parents/teachers to voice concerns regarding the process of transition to a more formal curriculum.

Transition

It is vital that a close working relationship between Reception and Year 1 is developed so that the transition between Foundation Stage and Key Stage 1 is as smooth as possible. At Garlinge Primary School and Nursery it is vital that we allow our children to build successfully and coherently on their past experiences, as they move between their early school years and continue on their learning journey.

During Term 6, meetings are held between the Reception and Year 1 teachers, as well as the Department Leaders for Foundation Stage and Key Stage 1, to discuss the transition between the stages. These meetings allow for data, expertise and experiences of the cohort to be shared and discussed.

It is an expectation of the Foundation Stage Department Leader to ensure teachers have all data ready and collated ready for the meeting, these include:

- ◆ Characteristics of effective learning
- ◆ Individual Assessment portfolios and evidence to support these
- ◆ Additional Educational Need (AEN) file
- ◆ Data generated by SIMs
- ◆ Letters and Sounds assessment grid

Progress

On entry to the Foundation Stage some children could start at a low social and emotional base line which can impact on the developmental stages and readiness for learning. It is expected that children who are working at low developmental stage at the start of Year 1, without any known individual learning needs, will have their progress accelerated during the year, therefore moving to age expected National Curriculum levels.

By the end of Year 1 the national expectation is for children to be working at Expected level within Band 6 or 7.

Familiarisation with Key Stage 1:

The following will be used to aid the transition process of children between the Key Stages:

- ◆ Reception will attend Key Stage 1 Celebration assemblies
- ◆ Joint playtimes with Key stage 1 and Reception
- ◆ Children encouraged to visit Year 1 to share good work
- ◆ One 'formal' morning/ afternoon visit to work in Year 1 in July
- ◆ Year 1 teachers will visit Reception classes in July
- ◆ Children will continue to have the opportunity to attend Forest School experiences during Year 1.

The style and content of teaching and learning in Year 1

During Term 1, the Early Years Outcomes and National Curriculum will be used to inform planning, assessment and to identify gaps in children’s learning. By the end of Term 2 it is expected that the majority of children will be working within Kent Steps and being taught from the National Curriculum. This document will be used for assessment and planning. Children identified as working below National Curriculum expectations will need further support and intervention. Guidance from the SENCo may be required at this point.

Timetable

Please see below an example timetable. We teach our themed topics through cross-curricular activities.

Garlinge Primary School and Nursery TIMETABLE										
Year 1 Term 1										
Day	9:00 - 9:30	9:30 - 10:30	10:30 - 10:45	10:45 - 11:05	11:05- 12:00	12:00 -1:00	1:00 - 1:20	1:20 - 2:20	2:20 - 2:35	2:35 - 3:05
<u>Monday</u>	Assembly	Maths TD/TIA	P	Letters and Sounds (Whole Class)	English TD/TIA	L	Guided Reading	Science TD/TIA	P	History/ Geography (Topic) TD/TIA
<u>Tuesday</u>	Music Assembly	PE	L	Letters and Sounds TD/TIA	English TD/TIA	U	Guided Reading	Maths TD/TIA	L	PSHE/Music (Topic) TD/TIA
<u>Wednesday</u>	Assembly	Maths TD/TIA	A	Letters and Sounds TD/TIA	English TD/TIA	N	Guided Reading	RE	A	D & T/Art (Topic) TD/TIA
<u>Thursday</u>	Handwriting	PE	Y	Letters and Sounds TD/TIA	English TD/TIA	C	Guided Reading	Maths TD/TIA	Y	History/ Geography (Topic) TD/TIA
<u>Friday</u>	Celebration Assembly	Maths TD/TIA		Letters and Sounds TD/TIA	English TD/TIA	H	Guided Reading	ICT TD/TIA		Choosing Time

Transition to Year 1 builds upon and extends the experiences children have had in the Foundation Stage. At the start of the year lessons will consist of Teacher Directed (TD) time and Teacher Initiated Activities (TIA). TD time can be short whole class teaching or a group led by the teacher.

During Term 1 and 2 in TD time the class teacher will provide TIA in the classroom that will provide opportunities for the days/ weeks learning intentions to be explored, developed and achieved. The class teacher will ensure that **challenge** is provided and children are given high expectations. Therefore, it is important to develop TIA that motivate and empower learners. During this time groups of children will be working with an adult to achieve specific learning intentions.

For example,

Your Teacher Directed time may be whole class teaching about number bonds to 10. You could then work with a focus group for the rest of the lesson (Your teaching assistant could have another group) to achieve the intended learning intention. The rest of the children will be provided with 3-4 Teacher Initiate Activities, such as, writing number bonds to 10 on their w/b while using practical equipment. Finding pairs of numbers in the sand pit that add to 10, playing a number bond game and you may also wish to challenge the higher ability children to find their number bonds to 20.

You could use a star system where activities are rated by difficulty. This will also allow you to guide and encourage children to access activities that are more suited to their ability or learning style. (1 star activity for lower ability group to a 4 star activity that could be used to challenge the higher ability).

To make the TIA manageable and effective the amount of children taking part in an activity should be restricted to a maximum of 6 children per group. You could manage this in the classroom by having placemats for the children to sit at for an activity or have the correct amount of equipment available. The children will then know if they can take part in the activity or if they need to make a different choice.

Children who are participating in TIA can also access the classes Continuous Provision (activities that are always available such as 'The Writing Area') to show their learning against the lesson's learning intention.

Term 3/4 in Year 1

During Term 3 in English and Mathematics lessons, TIA are to be reduced to 3 days a week with the other 2 days being TD group and independent tasks, developing transition towards Year 2. By the start of Term 4 children are to work towards a full English and Mathematics lesson with whole class input, followed by TD tasks linked to the learning intention. The class teacher and teaching assistant will work with the focus groups and where possible check on progress of independent groups.

In Term 5/6 the classroom will reflect the practice of a Year 2 class.

Letters and Sounds

Letters and Sounds consists of a 20-30 minute daily session. At least once a week the whole class should be taught together at the age related level but on other occasions the teacher may choose to work with half the class at a level that is appropriate for those individual children within the group while the rest of the class access independent Letters and Sounds activities.

Guided Reading

Guided reading is taught every day in approximately 20-30 minute sessions.

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. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

Additional Educational Needs

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the Inclusion Leader, Foundation Stage Leader and Year 1 team. 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.