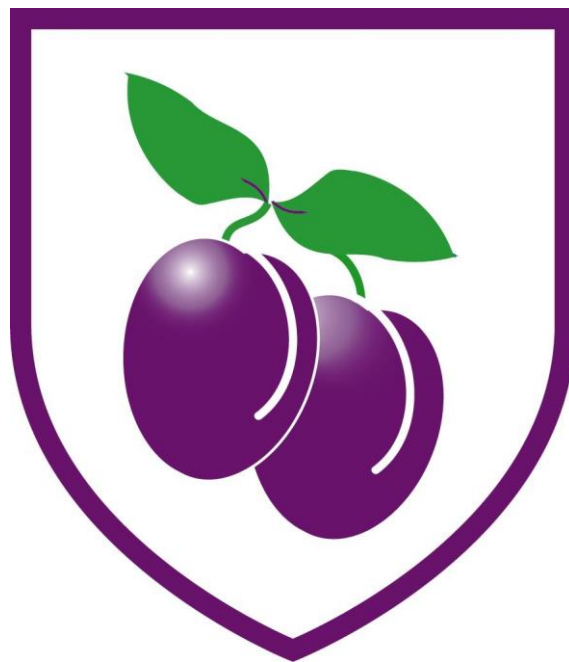


# Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



## Transition Policy

Early Years Foundation Stage and Key Stage 1

July 2020

## Transition Policy

### Early Years Foundation Stage and Key Stage 1

#### Introduction

At Plumcroft Primary School we aim to provide consistent and sustained effective teaching and learning throughout Early Years and Key Stage 1. Carefully supported and planned transitions from **Home to Nursery, Nursery to Reception, Reception to Year 1, Year 1 to Year 2 and Year 2 to Key Stage 2** are essential in ensuring consistency in children's learning and wellbeing. In order to ensure smooth transitions parental support is paramount and parents are included in every stage of transition.

#### Transition from Home to Nursery

Transition from home to our Nursery begins months before children enter our setting. We completely understand that this may be the first time a child has left their parent/carer and vice versa so we carefully plan many transitional activities to support all in their first experience in school.

#### **Activities include:**

- Parents and their children are invited to look around our Nursery setting and ask questions. There are open mornings in the beginning of the autumn term and parents can ring the school and make an appointment at any time.
- **Home visits-** Practitioners from the Nursery visit the children in their home environment before they start in the Nursery.
- **Welcome event in the summer term-** children starting Nursery in September are invited into the Nursery after school with their parents to play in the Nursery environment, familiarising with people and the environment.
- **Stay and play-** Children are invited to come and spend some time in the Nursery with their parent, just before they begin
- **Staggered entry-** children start at different times and for different amounts of time depending on the child's needs and time they take to settle. Procedures are in place and are individualised to each child.
- **Settling in meeting-** In October, parents are welcomed to come and meet with the Nursery teachers to discuss how their child has settled and their next steps. Other 'Learning journey' meetings are organised throughout the year.

## Transition from Nursery to Reception

We recognise that for children moving from Nursery to Reception is a big transition as it is a time for many changes. For some this will be their first time being in school all day, having lunch in a hall, being in a different classroom and outside space, taking part in Forest school etc. Although Children are still being taught within the Early Years Framework, the Reception day is much more structured than the Nursery day that they are used to. To ensure that there is a smooth transition and children enjoy and look forward to coming to Reception, many planned activities are in place;

- **Collaborative meeting-** Practitioners from all Nursery settings that have children coming to Plumcroft from their Nurseries are invited to a meeting where they can share information about their children with the Assistant Head, Inclusion team and EYFS Phase leader
- **Welcome event-** all children and their parents entering Reception are invited to an afterschool outside welcome event to play and explore in the outside environment, familiarising with their teachers and giving parents the opportunities to ask questions
- **Parents welcome meeting/stay and play-** in July before the children start in Reception, parents are invited to a meeting to meet the Head teacher and other members of the Senior Leadership team, The phase leader, their child's class teacher and other members of staff that they may see when their child comes to Reception. At this meeting parents are given an information pack containing everything they need to know. Parents can also ask questions, buy school uniform and visit their child's new classroom.

Meanwhile- children have the opportunity exploring their new class room and getting to know their child's class teacher and teaching assistant.

- In September, 2 days are dedicated to **parent/child interviews**. Parents are invited with their child to come and spend some time in the classroom on their own with their child's teacher and teaching assistant. The teacher will ask parents questions about their child, getting to know them and their interests, which informs the teachers provision planning for the first couple of weeks in September.
- **Staggered entry-** children start at different times across the first two weeks of school in September. From the moment children start they are full time. If a child has difficulty settling an individualised transition plan is put in place.

## Transition from Reception to Year 1

We recognise that for some children moving from Reception to Year 1 is a huge transition. Children move from being taught within the Early Years Framework to the more formal approach of the National Curriculum. We recognise that Key Stage 1 is different; our aim however is to approach this transition in a carefully planned way making sure that it is not too different too quickly.

### **Summer Term before Reception move to Year 1**

**We endeavour to do the following:**

- Summer term Reception teachers meet with Year 1 teachers to moderate Early Years Foundation Stage Profile. This is to ensure that Year 1 teachers fully understand the end of year data and gaps analysis.
- Year 1 teachers meet with Reception teachers to discuss individual children.
- Year 1 teachers to spend two half days in Summer 2 with the Reception class which they will teach in Year 1. This time will be spent getting to know children, taking ideas for continuous provision planning for September in Year 1 in order to preserve the best of Foundation Stage practice.
- In Summer 2 Year 1 teachers to read stories with their new Reception class (at least three times before the Summer holiday).
- Transition mornings **happen as part of whole school procedure** whereby each class moves up to meet their new teacher for one hour in Summer 2.
- Children in Reception to prepare work to be displayed in the year 1 classrooms- so there is some familiarity
- Year 1 teachers to plan continuous provision planning related to the texts taught in first term
- Year 1 teachers to benchmark children in reading ready for September baseline
- Parents 'meet and greet' question and answer session after school. Key Stage 1 Phase Leader and Year 1 class teachers to run session. Detailing transition timetable in Autumn 1, changes from Reception to Year 1 (PE, reading, daily routine, expectations, where children line up, lunch times, Forest School, cooking etc).
- **Year 1 classrooms each have role play areas as well as literacy, numeracy and creative areas where the children can independently interact and these areas will be based on the year 1 national curriculum objectives for learning.**

### **Autumn 1 term Reception new to Year 1**

**The following is a **model** we will endeavour to replicate:**

- Year 1 teachers to use Reception exit benchmark levels for reading for baseline in September

## Week 1 and 2

- Year 1 teachers to set up classrooms with one adult focus table per session with continuous provision related to taught text/maths focus. Teacher to get one piece of writing from each child for baseline assessment.

#### Week 3 and 4

- 1 adult focus table, with one independent group table. Rest of the children to be accessing continuous provision within the classroom.
- Teachers to start the maths test with groups of 2 children within the classroom.

#### Week 5 and 6

- 2 adult focus tables with one independent group. Rest of children to be accessing continuous provision within the classroom.

#### Week 7

- 2 adult focus tables with two independent groups. Rest of children to be accessing continuous provision within the classroom. (These will be those children who are still working towards early learning goals will access planned continuous provision).

#### Autumn 2 and rest of the year

- Elements of continuous provision will still be in place. Book area and role play area will be permanent throughout the year with added areas when planned by teachers.

### **Transition from Year 1 to Year 2**

Although the transition between Year 1 and 2 is within the same key stage, the Year 1 and 2 classrooms are in different buildings and many Year 1 children are unfamiliar with the Genesta building if at the Plum Lane site. The following will be in place to ensure a smooth transition from Year 1 to Year 2.

- In Summer 2 year 1 teachers to meet with Year 2 teachers receiving their class to discuss their classes needs, individual children and general progress.
- Data looks different in Year 1 and a detailed discussion between the Year 1 and 2 class teachers will take place to ensure that Year 2 teachers have a good understanding of Year 1's data.
- Children in Year 1 will take part in the 'moving up day' where they go to their new classroom and meet their new class teacher.
- Phase Leader to run a 'What Year 2 looks like' workshop for parents to explain the differences, particularly focusing on the home time routine.
- SLT to support Year 2 in the first few weeks of September so that Year 2 children come into class by themselves and that parents wait in the playground for their child to be picked up after school.

- Children in Year 2 use Accelerated Reader books for their home reading. Children to change their book themselves daily from a box at their level determined from the STAR assessment taken in Autumn 1.

### **Transition from Year 2 to Key Stage 2**

- In summer 2 year 2 teachers to meet with Year 3 teachers receiving their class to discuss their classes needs, individual children and general progress.
- Year 3 teachers to come and observe maths lessons taught in Summer 2 in Year 2 so that they can pitch their lessons accurately in Year 3. Year 2 teachers to ensure that a highlighted copy of what they have covered from the Year 2 maths curriculum goes to the relevant Year 3 teacher so that they can address any gaps.
- Children in Year 2 will take part in the 'moving up day' where they go to their new classroom in Year 3 and meet their new class teacher.
- Lower Key Stage 2 Phase leader to run a 'Moving to Key Stage 2' workshop to parents in Summer 2 to detail the changes children will experience and the expectations required.
- For the first two weeks of Year 3, teachers to adopt a 'Year 2' timetable so that children still receive afternoon play.

**July 2020**