



Reception to Year 1 Transition Policy 2024

Purpose

- ❖ To ensure that children experience a smooth transition from Early Years to Key Stage One
- ❖ To ensure that we are meeting the needs of each individual cohort of children
- ❖ To ensure that the quality and pace of learning are maintained and that children continue to make outstanding 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 an event
- ❖ To inform parents and children about the transition process

Impact

- ❖ Learning is seen as a continuous journey as children progress from the ELGs (Early Learning Goals) to National Curriculum
- ❖ Children experience a seamless transition from Reception to Year 1 (and throughout Y1) in a happy and safe learning environment
- ❖ Practitioners will become increasingly mindful of the transition need from Early Years throughout all of Y1 in preparation for KS2
- ❖ Parents feel involved and informed about the transition process from Reception to Year 1
- ❖ Assessment of the ELGs (Early Learning Goals) is used to identify gaps to ensure all children's needs are met during the transition process into Year 1
- ❖ Children receive the challenge and support that they need to make outstanding progress

Rationale

The development of this transition policy is to ensure that all schools in the valour Multi-Academy Trust are providing the most effective transition for the children in Reception into Y1.
Transition Organisation

Transition in the Reception Summer term

- Children to visit their new classrooms
- Staff from Y1 spend more time in EYFS getting to know the children –reading stories, celebrating successes, drop in sessions.
- Children spend a morning in the Y1 classrooms.
- ELG's are moderated with Year 1 staff before submission of data
- EYFS staff have in-depth transition meetings with Y1 staff, discussing each child in detail – their learning styles, their characteristics of effective learning, medical needs, individual needs, those who are working towards ELGs, and those who are working above age related expectations.
- Children receive an information booklet which they can look over during the summer to help them to remember information about Year 1
- Reception staff to introduce challenges to the children within the continuous provision during the summer term so they have experience of completing activities independently
- Children who need more support around transition to have a social story to look at over the summer holidays.

Transition in Year 1 from September

Transition practice may differ from year to year dependent on the specific needs of each cohort.

- There is a maths classroom and a literacy classroom where all children spend equal time in both each morning.
- When in the literacy class, children work on a carousel throughout the week where they complete a task with an adult and carry out enhanced provision tasks independently. These tasks are based on gaps in learning, areas to develop and key skills to practise based on the literacy curriculum.
- When in the maths class, children work on a carousel over the week. At the beginning of the year these tasks are all designed to fill gaps and work on developing basic skills. As the children settle into Year 1 we use White Rose small steps to base our activities around. Two tasks are supported by an adult and three will be completed independently. The independent tasks are all linked to the main objective of the week but use more concrete and visual resources to support learning and help to embed new concepts. By February half term children who are consistently working at age related expectations will be given further opportunities to develop their independence through written tasks and reasoning.
- In both the literacy and numeracy class all children will work with an adult throughout the week and have time to work independently.
- The Y1 learning environment will mirror many areas of the early year's classroom (as appropriate) where the children will be able to independently explore different areas of learning once whole class learning has taken place.
- The learning environment will be set up around common play behaviours and skills progression. The main areas will

have a plan for this showing how play based skills progress from nursery to Year 1.

- Children who are not working with the teacher will be working independently at a task or in the environment or in the form of peer support.
- Enhanced provision will be used to encourage the children to explore all areas of the classroom and will be based around skills to develop in addition to allowing the children to work independently on these skills
- Environments will be well thought out and linked to the children's interests as well as the curriculum.
- The environment should reflect the main needs of the current cohort, e.g. lots of fine motor activities.
- The activities that children may access at the end of a lesson will be linked to objectives from the ELGs and Year 1 curriculum.
- The children will have shorter whole class teaching time in the Autumn term which will increase throughout the term
- All work will be clearly differentiated and will account for those children who are working towards the ELGs whilst challenging those who are ready for the Y1 curriculum
- Phonics will be streamed across KS1 and will be delivered daily from week 2. Assessments will take place every 6 weeks and children will be re-grouped based on these assessments.
- From week 2 the children will go to the math's base for their maths lessons and the literacy base for literacy lessons.
- During literacy and maths time the children who are not working with an adult will be accessing a weekly carousel of enhanced provision activities which will be math\literacy based or based on gaps in learning/skills in need of development (e.g. fine motor). Teaching will gradually

become more formal when children are ready, this will be reviewed at the end of each half term.

- Each afternoon during curriculum lessons, children will be all sat more formally at tables where appropriate.
- Our aim is by summer term all children will be working at their tables with the expectation of recording more work in books. This is flexible and will depend on the current cohort.

Opportunities for movement

Practitioners across Y1 will ensure that children continue to have the opportunity for movement breaks. Staff will ensure that lessons are planned to ensure that children are mobile and active to aid more effective learning. Y1 staff will determine if their cohort need a longer break time in the afternoon. Children will have access to the outdoor learning classroom, there will be more of these sessions in the Autumn term, and this time will gradually decrease as the children get used to a more formal style of learning.

Partnership with parents

School work closely with parents to ensure that the transition process is as smooth as possible and all parents are aware of the process to transition to Year 1. A welcome booklet in the summer term will give parents a clear insight into year one and answer any questions they have, this will help parents to answer any questions their children may have at home over the summer holidays. Parents can sign up for Dojo where any updates of information will be shared.

Enabling Environments

Children need the opportunity to practise taught skills. Well planned environments help children to become enthusiastic about learning, critical thinkers and develop problem solving skills. Therefore Y1 environments will be set up with various areas of learning with a focus on children's interests as well as their needs linked to the continuous provision and gaps in skills.

This policy will be reviewed each year and adapted to suit the needs of the current cohort of children.

Research

Prior to the development of the policy, research was carried out into current national policy, child development and practice in other schools. Our research led us to see that there is a huge difference in the way that children learn at Y1 in comparison to those in KS2. Frameworks, research and policies from OFSTED, the DFE and researchers also aided us to see that play is vitally important in the development of young children and that the play based approach of EYFS must be built upon and built upon as our children move into and through Y1.

A vitally important message to implement in the education of young children came from The Statutory Framework for the early years foundation stage Ref: DFE-00169-2017 PDF, 552KB, (updated February 2018). It states:

‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.’

‘In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and ‘have a go’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things’

The link between EYFS and Year 1 learning was also highlighted in ‘A Study of the Transition from the Foundation Stage to Key Stage 1’ by the National Foundation for Educational Research (NfER) in March 2005. The report made some of the following recommendations to schools:

- Schools should encourage staff to adopt similar routines, expectations and activities in Reception and Year 1. School managers should allocate resources to enable children in Year 1 to experience some play-based activities that give access to opportunities such as sand and water, role play, construction and outdoor learning.
- The amount of time children in Year 1 spend sitting still and listening to the teacher should be reduced. Year 1 teachers should be encouraged to increase opportunities for active, independent learning and learning through play.
- Schools need to reduce the emphasis given to children recording their work in writing at the beginning of Year 1.

Our research led us to see that some practitioners may have changed their Reception practice due to a 2017 report by OFSTED ‘Reception curriculum in good and outstanding primary schools: bold beginnings’. It made a number of recommendations to schools including:

All primary schools should:

- make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year
- attach greater importance to the teaching of numbers in building children’s fluency in counting, recognising small numbers of items, comparing numbers and solving problems
- ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table
- devote sufficient time each day to the direct teaching of reading, writing and mathematics, including frequent opportunities for children to practise and consolidate their skills
- use the EYFSP as a guide to end-of-Reception expectations rather than to define what should be taught.

NEFR and OFSTED recommendations considered, it is important to ensure that they are implemented with knowledge and understanding of children’s development at the core. We considered that it was important to ensure that whilst reading, phonics, number and writing were given priority; that practitioners must not see the recommendations as a suggestion that formal sit down education should begin in Reception. Rather that the ethos of learning through play should continue into Y1 with an understanding that continuous provision would be a foundation that would change with the needs of the children.

The Collins Dictionary (www.collinsdictionary.com) defines play as:

‘When children, **play**, they spend time doing enjoyable things, such as using toys.’

It can be argued that such definitions suggest a lack of gravity. So learning through play can, from such definitions, take away from the importance that play holds in the development in children. The documentary ‘Play & Learning at School by Siren Films illustrates perfectly the impact of well-planned play based learning experiences for children in Reception class. The accompanying notes quote Santer et al, Free Play in Early Childhood,(2007) who highlight the deep impact of such learning experiences:

‘When children have time to play, their play grows in complexity and becomes more cognitively and socially demanding.’

In ‘Moving on to Key Stage One: improving transition from the foundation stage’ OUP (2010), J Fisher refers to the plethora of research that shows that there is a developmental surge at around 7 years old where children begin to be able to think in more abstract ways, more logically and are drawn to adult initiated learning. She goes further to suggest that the approaches to learning and teaching in the Reception class should not be deemed inappropriate for children in Y1.

Conclusions

Our research brought us to the following conclusions that have led to the development of our policy:

- Children aged 5 – 7 are in a developmental phase that is different to children in KS2 so their experiences should be planned for accordingly.
- There is a need to transition learning experiences gradually between Reception and the end of Year 1
- Learning through play is critically important in the development of 5-7 year olds
- ELGs and Y1 objectives can be met effectively by learning through play
- Learning experiences must be planned for to meet the individual needs of all children, use of ELGs and Y1 objectives at the beginning of Year 1 will ensure the correct level of challenge and support for all.
- The continuous provision based practice as provided in Reception should be continued into Year 1. It will allow for gaps in ELGs to be met whilst introducing Y1 objectives.
- Recognition that children aged 5-7 are in the same developmental phase should ensure that practitioners continue the transition of learning styles (at a different rate) into year 2 and prepare Year 2 children for KS2 in the summer term.

References:

The Statutory Framework for the early years foundation stage
Ref: DFE-00169-2017 PDF, 552KB, (updated February 2018).

‘A Study of the Transition from the Foundation Stage to Key Stage 1’ by the National Foundation for Educational Research (NFER) March 2005

2017 report by OFSTED 'Reception curriculum in good and outstanding primary schools: bold beginnings'

Play & Learning at School (Documentary) Siren Films
(sirenfilms.co.uk)

Moving on to Key Stage One: improving transition from the foundation stage' OUP (2010), J Fisher

Understanding Children's Play, J. Lindon, 2001