

The Royal Primary School

Transition Policy for Reception to Key Stage 1

Aims for the policy

We want our children to experience a smooth transition from the Foundation Stage to Year One, by ensuring that the pace and quality of learning are maintained to support the children in making the best all round progress during their move and throughout the year.

Principles that underpin the policy

- ✓ Good communication between Reception and Year 1 teachers.
- ✓ The FSP and the Early Years curriculum and individual assessment data will be used to inform planning in Year 1. Key stage One and National Curriculum plans will be adapted where necessary to make them appropriate for the learning environment of children coming up from Reception for the first half term.
- ✓ 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.
- ✓ Informal observations of children will continue to take place in order to inform planning, teaching and learning.
- ✓ The importance of play is emphasised in Year 1, particularly during the first half term.
- ✓ Due regard will be paid to the way children learn relating to the Characteristics of Effective Learning (playing & exploring, active learning, creating & thinking critically) as recorded in the end of year report from the Foundation Stage for each individual child.
- ✓ Provision is made for outdoor learning.
- ✓ Year One classrooms reflect a similarity to Reception classrooms with different areas of learning. This classroom set up reflects the FS classroom until the end of the autumn term with changes being gradually integrated during the first term.
- ✓ Independent learning and the ability to make their own choices will continue to be promoted.
- ✓ Children are exposed to a variety of teaching styles e.g. 1-1, small group with the emphasis on child initiated/independent learning. More opportunities for whole class teaching will be slowly introduced in the spring term.
- ✓ The approach towards the daily teaching of group phonics that begins in Reception will continue in to Year 1.

The management of transition

- ✓ Reception and Year 1 staff meet during the summer term to discuss children's progress, their individual Characteristics of Effective Learning, and to be aware of Provision Maps and Gifted and Talented children.
- ✓ Reception children will begin to attend Key Stage 1 assemblies in Term 2.
- ✓ During lunch time play, Reception children will go out into a designated section of the Key Stage 1 playground when they have finished eating for a short play before moving to the EYFS play area. During the summer term, Reception children will begin to mix with the Year 1 and 2 children on the playground.
- ✓ Reception staff will encourage children to take part in chosen activities for an extended period of time with a focus on developing their own learning before moving on to another choice.
- ✓ During the summer term Reception will take part in 'Stay and Learn' sessions with the Year 1 teachers.

- ✓ During the summer term, Year 1 will regularly join Reception for their play times on the EYFS play area.
- ✓ Reception and Year 1 staff will implement a 'buddy system' for each child. Reception children will work with their Year 1 'buddy' to take part in a topic –based craft workshop during the summer term.
- ✓ Throughout the year, there will be opportunities for Reception, Year 1 and Year 2 to join together for school events such as talent shows, sports days and educational visits into school.

Expectations of Year 1 during the Autumn Term

- ✓ During the Autumn term, Year 1 will take on EYFS principles of learning through play and continuous provision for children whilst working with guided focus groups during each session.
- ✓ The teaching of phonics will continue in the same format throughout Year 1. Phonics sessions will incorporate the Phonics Bug programme which is used throughout Reception.
- ✓ Children will be asked about their perceptions of transition, and PSHE sessions and circle times will give children the opportunity to discuss their feelings.
- ✓ Year 1 staff will keep parents informed of how their transition is progressing.
- ✓ Individual starting points into Year 1 will be considered when planning and resourcing for children. Children that did not reach GLD in Reception will continue to receive small group intervention to support their needs.
- ✓ Year 1 staff will evidence learning that has taken place through a balance of written/recorded work (guided and independent) and photographic evidence, observations, and verbal dialogue and feedback.

Leadership of transition

The transition of Reception to Year 1 will be overseen by the EYFS Lead (Polly Walters) and the AHT (Jenny Smith).

Review of Policy

Policy written: Spring 2017

Reviewed: Spring 2018

Reviewed: Spring 2019

Next Review: Spring 2020