



Green Park School

Policy for the transition of Foundation pupils to KS1

This policy is to outline the process of transition at Green Park School. At Green Park School pupils move from Foundation into vertically grouped classes of Year One and Two. As a result, the curriculum has to be adapted to meet ranging and specific needs. This policy will outline how we support the transition process and how we meet the needs of every child moving into Year One.

What do we mean by transition?

In this policy 'transition' describes the movement that takes place from one year to the next and in particular from one phase to the next within the school. This is different from 'transfer' which describes movement from one school to the next.

Aims of policy

- ◆ To ensure all staff see transition as a process rather than an event.
- ◆ To build on existing transition practice in relation to EYFS/KS1 in order to embed the very best practice.
- ◆ To enable pupils to experience a smooth transition from Foundation to Year One.
- ◆ To ensure all teaching staff involved are aware of every child's needs and ensure they continue to enjoy and achieve.
- ◆ To ensure the pupils' emotional well-being is a priority.
- ◆ To ensure good communication between staff, parents and pupils.
- ◆ To maintain the pace and quality of learning so children continue to make outstanding progress.

Principles that underpin the policy

- ◆ Approaches to teaching and learning are harmonised at the point of transition.
- ◆ Systems and opportunities within Year One learning environments mirror EYFS practice, particularly in the Autumn Term, e.g. when the continuation of child-initiated play is particularly relevant.
- ◆ There is a professional regard for the information from the previous phase.
- ◆ Transition motivates and challenges children.
- ◆ Planning should be based upon assessment information from the previous class and that contained in the EYFS profile.

- ◆ There is open communication between teachers, parents and children.

Equal opportunities and inclusion

At Green Park School we make sure that:

- ◆ Children and parents are involved in the process of transition.
- ◆ Pupils perceptions of transition are explored and valued.
- ◆ SEN and inclusion policies are followed to ensure the sharing of information on SEN, EAL, FSM and G&T pupils.
- ◆ The EYFS profile is completed, passed on and discussed to ensure the continuation of personalised learning for every child.

The Management of Transition

- ◆ During their Foundation Year, pupils are taught by the Year 1/2 HLTA on PPA afternoons, which enables them to become familiar with one of the adults in KS1.
- ◆ A whole school 'Class swap' is held in July where EYFS pupils can join their prospective classmates.
- ◆ Pupils in Foundation and KS1 share assemblies and playtimes together.
- ◆ PSED circle times in the Summer Term focus on the theme of 'Changes' to enable children to discuss their hopes or concerns about transition. Year One children come and share information with the Foundation children.
- ◆ During whole school 'art' and 'book' weeks children 'swaparound' mixing with the KS1 children and teachers.
- ◆ Swaparound reading sessions provide opportunities for the Foundation Stage children to familiarise themselves with the KS1 environment.
- ◆ The Foundation Stage teacher works on developing the children's independence, by introducing some KS1 routines in the Summer Term.
- ◆ The Foundation teacher and KS1 teacher have allocated time to discuss pupil progress and to pass on levels, using the EYFS profile. Children with SEN are identified and IEPs are shared. Where appropriate, the KS1 teacher will attend the IEP review meetings. Gifted and talented, EAL, Summer born and FSM pupils are also highlighted and provision is made. All this information is used to group pupils and to set targets.
- ◆ The parents of the Foundation Stage children are invited to an information evening, where transition is thoroughly explained. A transition letter is also sent to parents with information regarding the move to KS1.
- ◆ Decision of placement of teachers in Foundation Stage and KS1 is made by mid June.
- ◆ CPD is provided to support teachers new to Foundation Stage and KS1.
- ◆ Pupils are placed in classes with some of their familiar friends.
- ◆ Vulnerable pupils are supported by a familiar adult and parents are invited to help during the early weeks.

Continuity of Teaching and Learning

- ◆ The Year 1 curriculum builds on and extends the experiences children have had during EYFS. This ensures we help to develop the 'whole' child and ensures that there is a continuum to build upon each child's basic skills and knowledge.
- ◆ The EYFS practises a very kinaesthetic approach to teaching and learning. Where possible KS1 maintains this approach and builds upon it to offer a creative, 'hands on' method of teaching and learning. The KS1 classroom reflects a similarity to the reception classroom, as it exhibits areas of learning available to the children, e.g. sand, construction and role-play.
- ◆ KS1 share a playground with Foundation Stage, which can be linked for shared activities where appropriate.
- ◆ The KS1 outdoor learning area has potential to be developed to further enhance children's learning opportunities, while promoting children's personal independence, independent learning, ability to initiate their own play-based learning, to cooperate with each other and their decision-making skills. Our 'wild wood' area also enables these opportunities.
- ◆ In both EYFS and KS1 a rich creative curriculum is planned and based on themes to stimulate children's interest. Much of the work employs cross-curricular links and related trips and visits are arranged.
- ◆ Both literacy and Mathematics are planned to meet individual needs and group targets are set and displayed.
- ◆ EYFS profile assessments are used to inform KS1 teachers in planning for the Autumn Term.

Assessments to be passed on

- ◆ EYFS profile.
- ◆ Letters and Sounds assessments (Phase the children are working at).
- ◆ Maths assessments.
- ◆ Week 2 books.
- ◆ Where appropriate, IEPs, EAL records and G&T data.

Implementing, monitoring and reviewing the policy

It is the responsibility of the Foundation and Key Stage One teachers to implement the policy, supported by the Senior Management Team.

The policy will be monitored by the Foundation and Key Stage One Teams.

The impact of the policy will be monitored through:

- ◆ Pupils perceptions
- ◆ Parent feedback
- ◆ Pupil performance

The policy will be reviewed annually.